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ABSTRACT

Carried out as the practicum of a doctoral program in early and middle childhood education, this report describes the development of a children's literature program for a middle school in a lower middle-class neighborhood in Florida where reading scores were below district and national norms, and where a literature anthology of condensed books or short stories was the only reading text used. Chapter 1 introduces the setting and the author; Chapter 2 discusses the problem and its causes. Goals are stated in Chapter 3; Chapter 4 describes the solution strategy; and Chapter 5 presents results (indicating that students benefited from and enjoyed the children's literature program and developed a working knowledge of literary elements as well as creative and critical thinking skills), conclusions, and recommendations. Three tables of data are included; 63 references and 20 appendixes conclude the report. A curriculum guide follows, forming the second major section of this document. The guide has eight chapters, corresponding to the eight literary genres dealt with in the children's literature program. Each chapter contains lists of vocabulary words and discussion questions for several books of each genre. A 65-item bibliography concludes the guide. (SR)

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P R A C T I C U M REPORT

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Center for the
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Ed.D. Program

Integrating Children's Literature in a
Middle School Language Arts Curriculum
through a Planned Cognitive and Affective
Program of Instruction

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N O V A U N I V E R S I T Y

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Integrating Children's Literature in a Middle
School Language Arts Curriculum Through A
Planned Cognitive and Affective Program
of Instruction

by

Jane Simi Restrepo

Cluster XXII

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1988

This practicum took place as described.

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ABSTRACT

Integrating Children's Literature in a Middle School Language Arts Curriculum Through a Planned Cognitive and Affective Program of Instruction. Restrepo, Jane., 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Adolescent Literature/Children's Literature/Creative Reading/Language Arts/Literary Appreciation/Literary Genres/Literature Programs/Oral Interpretation/Reading Enjoyment/Reading Enrichment/Reading Interests/Reading Programs/Reading Strategies/Recreational Reading

This practicum addressed the need for developing a children's literature program in a middle school which employed the county adopted literature anthology book as its criteria for increasing reading development. An interview of students indicated that most of their previous teachers taught in the traditional style as mandated by the School Board. In reviewing the literature the writer can conclude that in the field of reading development many authorities acknowledge the need for children's literature and advocate that it should be an integral component of a language arts curriculum.

The writer's goals were: (1) to create a children's literature program which was integrated into the existing basal literature series; (2) to have students experience the total book besides condensed short stories in the literature anthology book; (3) to have students experience a variety of literary genres; (4) to help students gain independence in reading according to their interests and reading levels; (5) to help students gain an understanding and appreciation of literature. The writer addressed these goals by implementing a program that exposed students to a variety of literary enrichment opportunities.

Following implementation of this practicum and utilization of the coordinating curriculum guide which had been developed, students were able to demonstrate definite beneficial behavior. Most were able to meet the standards of performance and other established goals. All of the children were exposed to active, independent learning. Students rated the course as helpful and, via the post attitude survey expressed the desire for further similar learning experiences as established with the children's literature program.

CHAPTER I

INTRODUCTION

Description of Community

This practicum was conducted in a middle school, grades sixth through eighth, of approximately 900 students, located in a lower middle-class neighborhood in the South Florida area. The grade level that participated in this practicum was seventh.

The writer's middle school draws its population from eight feeder elementary schools. In general, these students come from a varied socio-economic strata as evidenced by the existing residential dwellings which range from 36.7 percent single family homes; 17.1 percent duplex; 32.3 percent multi-family; 13.9 percent mobile homes. The industry in the area is comprised of agriculture, ranching, retail sales, tourism, warehousing and wholesaling. The median income is approximately \$16,500. The racial mix of the students is 60 percent Caucasian, 30 percent Black, and ten percent Spanish.

The area statistics consist of 4.36 square miles and an estimated population of 12,823.

The background of the city is a successful blend of old and new. The early settlers prospered in tomato farming

which exists to a small degree today. Incorporated in 1904, the city was so named because of the many ancestors who migrated from Denmark.

There is an increasing economic growth to the north. A new 44 acre design center complex to commensurate with its ranking as third largest market in the design industry. Also to the north is the airport with commercial services of 26 airlines. The eastern boundary of the city is the Atlantic Ocean. This provides fishing piers and beaches as well as tourism and trade. The territory eastward to the beach comprises the land known as the Wetlands; one of the nation's remaining mangrove swamps environmentally protected as a wildlife refuge. Thus, the city is a blend of concern for preservation and a progressive outlook.

Author's Work Setting and Role

The writer's role in this setting was that of a language arts teacher and teacher of the gifted as well as Chairman of the language arts department. The writer met with the students for a 60 minute period five times a week. The gifted English classes were comprised of approximately ten students, whereas the language arts classes varied from 30 to 35 students.

The writer's responsibilities as a teacher of language arts and the gifted are:

1. Stress that students master the basic skills while providing a nurturing environment conducive to individual, academic, social, and personal growth.

2. Writing an Individual Education Plan (IEP) with appropriate goals and objectives for all gifted students.

3. Required attendance at the IEP meetings.

The writer's responsibilities as Chairman of the Language Arts Department are to:

1. Attend county level meetings on a monthly basis to disseminate county policies back at the school site.

2. Facilitate curriculum change and/or coordination.

3. Conduct monthly department meetings to address teacher concerns and provide information about new policies, programs and practices.

4. Circulate professional journals and professional articles.

5. Disseminate commercial information to the teachers that might be of interest to them and the children.

6. Encourage attendance at local, state and national conferences.

7. Emphasize use of media center, audio visual materials, and computer software.

8. Present ideas and information to the principal.

9. Maintain consistency of program philosophy, curriculum objectives and district policies and procedures.

10. Observe language arts teachers. .
11. Orient new staff.
12. Monitor teacher lesson plans and roll book.
13. Monitor completed forms i.e., compensatory education.
14. Distribute and collect minimum basic skills (MBS) testing materials.
15. Monitor MBS material.
16. Order materials, supplies and textbooks.
17. Distribution of textbooks and supplies to teachers.
18. Assist eighth grade students in selecting the proper class placement for high school.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Examination of the standardized reading scores of the sixth grade students in the writer's school indicated that their performance is below district and national norms and that they were not making satisfactory progress under traditional teaching methods. The students also lacked motivation to improve these scores and to show interest.

The middle school curriculum in the writer's county only requires the district adopted literature anthology text for the teaching of reading. Because of this, students only experience a condensed version of a book or a short story. Thus, these students do not have the opportunity to acquire an understanding about author style, language and mood.

Anderson, Higgins & Wurster (1985) assert that the literature text helps expand experiential background, provides practice in decoding and use of context clues, and develops a meaning vocabulary.

Since the purpose of literature for children is first of all educational, it follows that it must enlarge and enrich children's experiences to help them grow up as complete personalities. However, children also need

enrichment opportunities other than their required reading curriculum that will help motivate them to improve their reading scores and to develop an understanding and appreciation for literature.

A literature program has many benefits. Among these frequently cited are offered by Sides (1982). He concludes:

A literature program helps students develop a love of literature, increase reading ability, gain knowledge, develop aesthetic awareness, learn about their cultural heritage, and gain personal insight. However, one of the strongest arguments for a literature program is that it affords the reader/listener the opportunity to live the events of past, present, and future. (p. 281)

Fredericks (1982) contends that exposing students to reading activities beyond the textbook is crucial in developing positive attitudes towards reading. Lewis and Teale (1980) affirm that students' attitudes play an important role in learning to read. Students need to understand how reading affects every aspect of their lives and how they can participate fully in the reading process.

Integrating a literature program into a middle school reading curriculum would certainly give the students the opportunity to develop a love of literature and motivate them to increase their reading scores.

The writer is not advocating that the reading program, as such, is not of essential importance. The program focuses on skills such as phonics, spelling, punctuation

and comprehension. All are necessary to gain independence in reading. However, a more recent indication of the need for a literature program is offered by Duffy (1982). He concludes:

Almost without exception, instruction consists of two activities: seatwork activities involving skill worksheets and reading groups where teachers either listen to children read basal text selections or listen to them respond to some kind of worksheet or workbook activity, in both cases checking for accurate word perception. Reading for enjoyment is difficult to find, use of any material other than basal stories is rare and instructing children in how to read is virtually non-existent. (p. 362)

A literature program would allow the child to pursue personal interests within the classroom reading program and develop a meaningful link between the school reading experience and reading in the real world.

In conclusion, the problem situation can be summarized in the following manner: Standardized reading scores in the writer's school are not improving under traditional teaching methodologies. The integration of a children's literature program with the traditional curriculum is a necessary educational goal so that the students can be motivated to build their reading interest, knowledge, and relationship to life in the school reading/literature program.

Problem Documentation

Examination of the students' standardized reading test scores in the writer's school reveal that these children performed poorly. Skills analysis data on the 1987 Iowa Test of Basics Skills (ITBS) indicate that there was only one skill item in which the sixth grade students in the writer's school were on prescribed county level with the district and national scores. The majority of sixth grade classes at the writer's school failed in nine out of ten reading skills. Further analysis indicated that these students demonstrated an even greater deficit in scores when compared to the national norms.

To further emphasize the need for increased reading ability (see Appendix A) 51.9 percent of the sixth grade population are below the national norm in reading. These scores on the ITBS indicate that more than half of the sixth grade students are achieving two to five years below expected grade level.

Although the ITBS was given to the students in the Spring of 1987 it is doubtful if any measurable gain will be evidenced if given the test again in the Fall. There is also another possibility that the 4.7 percent of the school population that did achieve just at the norm level could drop in scores over the summer months.

These scores are alarming and establish a need to improve reading scores in the writer's school.

This sixth grade level was of paramount importance as these students were in the writer's seventh grade class in the Fall and the focus group of this practicum.

Through individual analysis of test scores on the ITBS the writer discovered that the gifted students as a group did not do exceptionally well. Eight out of 14 students achieved high scores, three students scored in the middle range and three students had extremely low scores. Although gifted students did not participate in the children's literature program, the findings further emphasize that reading achievement has not kept pace with intellectual abilities.

Informal interviews with the sixth grade students throughout the 1987 school year revealed that their reading teachers were simply following the required text. Commercial materials, such as dittos, multiple choices and crossword puzzles were being distributed to the students as forms of enrichment. These students have consistently expressed a desire for more interesting reading material.

In summary closing, the skills analysis and accompanying data clarify the severity of the problem at the writer's school. A children's literature program integrated into the course of language arts was judged to be a need which would address the problem.

Causative Analysis

In analyzing the problem the writer found six basic causes for deficient reading scores and lack of motivation to read on the part of the 290 sixth grade students in the writer's school.

Sixth graders have a separate reading teacher who is responsible for their reading skills. According to School Board policy (revised 1984) each student must pass minimum basic skills in a pupil progression workbook. If that pupil does not complete the required skills per semester with 90 percent mastery then School Board policy mandates that the student fail for the marking period. If the student has not completed all of the skills with 90 percent mastery by the last marking period then the school must fail the student in that subject for the year.

Below is a schedule of the required skills per marking period:

Table 1

Number of Minimum Basic Skills to be Mastered Each Marking Period for Middle Schools

6th Grade				
	1st Grading Period August 31- November 5	2nd Grading Period November 10- January 28	3rd Grading Period February 1- March 30	4th Grading Period April 11- June 16
Reading				
Skills	10	12	10	3
Total Number of Minimum Basic Skills	10	22	32	35

As one can see, there is pressure placed on the student to complete the work on time. In addition, pressures placed on the teachers seem to result in less than perfect instruction.

Another factor that is a contributing cause is the fact that the literature anthology books are a condensed version of a larger body of work or a short story. Often, the material is not very interesting and does not serve as a motivating force. Hence, it is difficult to enhance children's reading abilities and interests to coincide with their growth and development.

Teachers in the writer's school rigidly follow guidebook procedures which accompany the district adopted textbook. Only adhering to guidebooks, in many cases, ignores students' individual needs and interests.

Teachers' dependence on commercial materials, such as dittos, multiple choice items and crossword puzzles are presented to the students as forms of enrichment because they eliminate teacher work and time. Clearly, these students are not being motivated to enjoy reading and to read.

Middle school curriculum does not require that students be taught the skill of writing book reports. Students are missing out on this very important skill needed for character analysis, transitional phrasing and creative imagination.

Students in the writer's school learn how a library is arranged, what it contains, and where materials are located; however, if a student wishes to read a book of personal interest that youngster must go to the library during permitted class time, lunch hour or after school. Thus, library skills and literature compete for the limited time available.

In conclusion, it appears that this combination of factors has led to the inhibition of reading ability and interest in reading of the students at the writer's work setting. The needs of these students are not being met. They have not experienced reading success in the school environment under traditional teaching methods. These children need success and reinforcement to foster motivation.

The Related Literature

Reading was the most important subject in early American schools and it has continued to be an important subject all through the years of America's growth. There was a time when primary teachers were the only educators interested in the teaching of reading; however, through the years more research has been done on reading than any other content area of education. Consideration of pertinent research related to the problem and regarding the methods and techniques for encouraging, nurturing and enhancing reading ability was the focus here for this practicum.

Manzo and Legenza (cited in Gambrell and Sokolski, 1983) have designed a formula for determining how effectively pictures stimulate oral language in children age five through eight.

For this investigation 20 Caldecott Award winners including honor books were selected for analysis. The 20 books included eight folktales, six modern fantasies, three modern realistic fiction, two informational books, and one historical fiction.

Three pictures were selected from each book and rated using the Manzo-Legenza's ten factor Picture Potency Formula to assess their language stimulation value.

The results suggest that Caldecott winners provide an excellent source of pictures for stimulating oral language. A striking contrast is that the majority of pictures and illustrations in first and second grade basal texts are low in language stimulation.

Legenza and Knafle (1978) both agree that pictures are a source of motivation and interest in reading.

Hayes and Henk (1986) designed a study to examine the differential use in comprehending and remembering complex information when it is presented in instructional texts which are variously augmented with analogic and pictorial illustrations.

The treatment group size was 102 participants (27 males, 75 females). Students who were below average readers were excluded from the study.

An investigation was conducted in two phases, one which concerned the immediate comprehension of instructions in a task which used sets of instructions. The second phase of the experiment focused on retention of the instructions by asking the students to perform the task from memory. Both phases of the experiment had sets of instructions which took the form of pictures as well as prose directions, both literal and analogic.

Two weeks later students were evaluated on their ability to perform the same task from memory.

The findings indicate that pictures proved helpful for both immediate performance and delayed performance. However, performance by students given instructions without any pictures was not as significant of that turned in by subjects in the pictures-only and the prose-plus-pictures testing situation. Analogies proved helpful for delayed performance and useful for remembering the content.

Fredericks (1986), a reading specialist in the Catasauqua Area School District, Catasauqua, Pennsylvania asserts that mental imagery activities improve reading comprehension.

Johnston (1985) believes that one strategy to improve reading comprehension is for students to use mental imagery.

McNeil (1984) sums up the following:

Mental imagery is the creation of pictures in the reader's mind prior to, during, or after reading. Its effective use depends on the purposes of the material, its relationship to the reader's experiences, and the logical relationships among the ideas expressed. (p. 45)

Furthermore, forming mental images prior to reading has produced better literal comprehension than when imagery followed the reading (Gambrel and Koskinen, 1982).

Imagery must be learned. A planned sequence of activities is essential in helping youngsters in formulating their own techniques for creating mind pictures. Mundell (cited in Fredericks, 1986) has suggested a four stage procedure.

Step 1. Give students concrete objects, such as a toy, book or stuffed animal. Students will be able to create images from these objects.

Step 2. Encourage children through mental imagery to recall objects or incidences.

Step 3. Give youngsters the opportunity to listen to imagery stories, i.e., westerns, adventures, mysteries.

Step 4. At this point, pupils should be able to create their own mental images as they listen to or read stories.

Fredericks (1986) belief is that mental imagery development can be an important part of the classroom reading curriculum. In addition, mental imagery activities can be a positive segment of reading comprehension instruction. As students learn to create mental pictures, they are in effect creating their own personal preference for reading.

The purpose of the Miccinati (1982) study was to explore the influence of a six-week imagery training program on the comprehension of third and sixth grade students.

Two classrooms consisting of 26 third grade (14 black and 12 white subjects), and 30 sixth grade students (12 black and 18 white subjects), were designed for the experimental group.

The imagery training program was administered for 30 minutes twice a week for six weeks during the students' classroom reading period. Third and sixth grade students assigned to the control group remained in their classrooms and received no training beyond their usual reading instruction.

Comprehension and vocabulary ability were measured by the Metropolitan Achievement Reading Instruction Test (MARIT) for both the pre and posttest assessment.

The imagery training programs consisted of both auditory and visual components.

The three factors were experimental and control groups, reading level, and race.

Instructions and practice in auditory and visual components did not significantly effect the comprehension of students as measured by the MARIT. No measurable difference was shown between poor and good readers, and black and white subjects. A conclusion to be drawn is that perhaps the imagery program may not have been long enough for significant differences to appear.

Zenker and Frey (1986) developed a ten day program in relaxation techniques and visual imagery training which was presented daily to tenth grade students.

The mean grade equivalent of the eight students in the experimental group was 5.3 on the Reading Comprehension subtest of the California Achievement Test. The mean grade equivalent of the eight students in the control group was 6.2.

The experimental group listened each day to one audiotape and then the lesson was presented to them by the teacher. The control group participated only in daily lessons.

After ten days, both the experimental and control group were tested on comprehension with a short story written at fourth grade level.

The results of the pilot study indicate that the experimental group scored eight percent higher than the control group. The findings suggest that relaxation techniques and visual imagery training have positive effects on students' comprehension.

Jenkins (cited in Ross, 1986) a fourth grade teacher helped her 24 students improve their oral reading by directly involving them in dramatic activities.

Her study began by giving the children a reading attitude survey. The students were then videotaped as they read a short passage from their basal text. The children then viewed their performances on the monitor and many of the children discovered how poorly they read. The children then answered seven questions on a self-evaluation checklist.

The teacher introduced the students to various types of oral interpretation. Such interpretations could be verse choir, reading in unison, choral reading, reader's theater, and drama. The students were divided into two groups and they were allowed to choose any of these oral interpretations for their assignment. Both groups chose drama. After the children practiced their parts the teacher videotaped the two plays. The children then analyzed their performances for weaknesses in their oral interpretations.

At the end of the study the students were videotaped a third time when they read another passage from their basal text. The students then evaluated their performances by the self-evaluation checklist.

The findings of the study indicate that the children did not change their attitudes about reading, but had become aware of their strengths and weaknesses through videotaped performances.

Manna (1984) recommends that play reading stimulates teaching and learning experiences.

Manna (1984) further suggests the following:

Script reading and play acting can also make children sensitive to language styles and usage. By focusing on the dialogue and sharing their suggestions on reading the lines, they discover that there are alternate ways of saying the same thing, each dependent on the context as well as the speaker's motivation and intention. (p. 713)

Lauritzen (1982) presents a technique for use with large groups of children to provide them with practice in fluent reading.

First, the teacher reads the entire selection to the children. Next, according to the teacher's modifications can echo read a line, a sentence, or a paragraph. Finally, the teacher and group read the selection in unison.

Lauritzen (1982) hails this method because the teacher models fluent reading behavior and the students through repeated readings imitate it.

Whisler (1978) offers oral reading activities through the method of pupil partners. Pairs of students work together who are matched for reading ability as well as social compatibility. Pupils A and B take turns reading and then posing questions to each other. If a student is not capable of formulating a question then teacher assistance is necessary. This activity has many merits in that students are able to work on a one to one basis; both students are active participants in which alternating procedures of reading, listening and posing questions is utilized.

Dr. Alice Sterling Honig, a professor in the Department of Child and Family Studies at Syracuse University (personal communication, July 16, 1987) reports that oral discussions in reading should be open-ended questions to encourage divergent thinking rather than closed, "fill-in-the-blank" type questions. This method allows the teacher to get into the minds of children and how they are thinking.

Tizard (1981) stresses that when students have a say in the structional formation of a reading program they will be motivated to learn. Huck (1977) succinctly sums up that children learn best when what is learned has a personal meaning for them.

Heathington and Alexander (1984) investigated issues related to teacher's attention to attitudes toward reading in their classrooms.

A sample of 101 classroom teachers in a southeastern state in the U.S. served as subjects. A majority of the teachers taught first, second, or third grade. Approximately one-third of the teachers had over 15 years of experience.

A questionnaire was developed to address teachers' attitudes to several issues related to reading instruction. The teachers mostly responded that developing skills first developed attitudes and stated that their primary method was teacher observation.

Neuman (1986) conducted a study to identify and measure variables in the home environment that might relate directly to children's leisure reading behavior.

The parents of 84 students (45 girls and 39 boys) in nine schools participated in this study.

A home environmental process questionnaire was administered to the parents. The following process variables were included: work habits, parental academic guidance, diverse leisure activities, parental expectations, independence and responsibility, and parental encouragement of reading.

The results of the study indicate that the children from families with lower incomes and education tended to watch more television than others in the sample. The number of diverse leisure activities, appeared to be related to leisure reading.

The study indicates that the strongest relationship was between leisure reading and parental encouragement of reading. There was a negative correlation between students' work habits in the home and their leisure reading. Finally, the frequency of being read to as a child appeared to affect leisure reading behavior in a positive way.

Black (1984) states that what is phenomenal about the Danish approach to reading instruction is that it has bred a predominantly literate society.

During a two-week stay in Denmark, 15 classes were observed and 11 Danish educators were interviewed. Observations were conducted at schools representing different socio-economic factors and different teaching styles. Through these observations and interviews it was discovered that teachers may choose the method and materials they will use in their own classrooms which may be a basal approach, language experience approach or individualized reading in which the teachers both make and use a wide variety of materials. A positive aspect of Danish reading classes is the relaxed and informal atmosphere.

In summarizing the article the relaxed atmosphere is attributed to several factors. First, the Danish teacher teaches the same group of children for at least five years. Therefore, there is no pressure to accomplish a determined number of skills each year. Secondly, Danish children

go to school 200 days a year. After ten years, this amounts to almost one year more in teaching instruction than American students.

In summary closing, the major position in Danish reading is to teach to the individual needs of the whole child.

Bartelo and Cornette (1982) have designed a language arts program to meet the needs of highly able and gifted readers. In addition, their study encouraged interest in reading and the development of state reading goals.

Students were grouped by ability for their language arts/reading classes. They were exposed to a variety of reading materials from a variety of publishers, rather than confined to the required basal reading series.

The methods utilized in this program were small group discussions, creative projects and simulation role playing activities.

In response to an attitude survey to evaluate the program, 88 percent of the students had increased their understanding and appreciation of literature, 75 percent increased in the amount of time spent reading, 56 percent disclosed that they had discussed their stories outside the classroom, and 40 percent reported additional reading of stories by authors that they were presented in the classroom.

Martin and Cramond (1984) stress the need for teaching gifted children to read creatively by organizing and then

synthesizing information into meaningful relationships. The authors designed a 20-item checklist to facilitate the process of identifying objectives and activities for increasing creative reading.

Steinberg (1983) discusses the relationship between reading and television viewing based on German findings and finds them to be complementary activities. According to a German polling institute 37 percent of all reading is simulated by television.

Peters (1980) discusses the televised presentations of the 1980 Winter Olympics which were held in Lake Placid, New York. He stresses that teachers of reading and English may find a variety of assignments which are not only beneficial but interesting to the students.

Barr (1986) designed a program at Martin Luther King Jr. High School in New York City where videotapes of movies were used to motivate remedial students to read and write.

Movies were divided into segments of about 20 minutes. Each segment was preceded by discussion or reading and followed by discussion or reading and writing assignments.

Students compared the author's purpose with the movie director's purpose as well as character analysis.

Barr (1986) states that since the movie invited closer analysis of the book it was possible to introduce critical reading skills. With each book, lists of vocabulary words were provided for the students. Reading assignments were followed by essay questions.

In conclusion, the project showed students how they were able to identify with characters in the films. In addition, the movies proved effective as motivators for reading and writing.

Jalongo (1983) contends that children through bibliotherapy can develop reading comprehension skill and later use this skill to understand their own personal and social development in a better way.

According to Overstad's definition (cited in Jalongo, 1983) "bibliotherapy is the use of books used to promote mental health."

An explanation for the variety of themes used in bibliotherapy is that human personalities and problems are so diverse.

Bohning (1981) similarly concurs that guided reading of literature can help students to develop desirable attitudes and also make personal and social adjustments.

Tillman (1984) did an annotated research review on bibliotherapy for adolescents. Most of the studies covered discussed bibliotherapy as a positive intervention strategy. In one such doctoral dissertation, Templeton (cited in Tillman, 1984) discussed the impact of a bibliotherapy program for delinquent girls. During a 14 week program, utilizing methods of observation, interview and study techniques, four adolescent delinquents did improve in their ability to empathize as well as accept another's point of view.

Schrank and Engels (1981) in a review identified and summarized research related to bibliotherapy. In most of their findings they discovered that bibliotherapy increased assertiveness levels, attitude change and indicated therapeutic gains. Sullivan (1987) takes the position that a read aloud session can be a simplified form of bibliotherapy. In exploring bibliotherapy research to learn of its effectiveness the results are generally positive.

In a research study by Smith (cited in Jalongo, 1983), children were asked to recall and list reading materials that had affected their lives. Only one publication was mentioned twice, although over 500 students took part, illustrating how unique each interaction is between the printed word and the human personality.

Gentile and McMillan (1978) strongly advocate that humor is one of the most influencing factors in a person's life. In days' past, prime time viewing emphasized the humorous side of life as evidenced by such programs as "Red Skelton Hour," Jackie Gleason's "The Honeymooners," and Carol Burnett's "Comedy Hour." Today, television is saturated with violence and tragedy, which in turn, influences and affects the minds of children. Thus, the younger generation interprets their reading material and perceives the world from this doomed perspective. The

authors point out that it is imperative that reading programs provide opportunities for students to experience the humorous side of characters and events so that they may perceive their surroundings with soundness of judgement.

According to Whitmer (1986) humor is a very important characteristic of most cultures and an extremely useful social tool. Whitmer (1986) asks the question "Does humorous literature contain potential teaching value?" He feels that humor requires thinking skills and therefore is an important device for teaching critical reading when integrated into the curriculum at all school levels.

Whitmer (1986) suggests that humorous literature may be an important asset for teaching inferencing skills through play with words as students interpret the author's meaning. The author concludes that the use of humorous literature is recommended to increase higher order questioning and other reading skills.

Colwell (1981) expresses that students experiencing motivational or remedial problems in language arts might very well ease their problem by the teacher providing humor as a learning strategy. Colwell (1981) suggests students keeping a diary or log in which they write down their favorite jokes from TV, magazine, classmates. The students after a few weeks can read their jokes to the class. Another example given was clipping pictures out of magazines and the students writing humorous captions.

The related literature indicated a variety of methods, findings, and conclusions which confirm that the improvement of reading ability in schools is a major concern of educators.

In final analysis the review of the related literature supports that children's literature is often neglected and that it should be a major part of the language arts curriculum. Furthermore, children's literature is a topic that is interdisciplinary in nature and is a viable educational goal (Huck, 1976; Bush and Heuber, 1979; Smith, 1970; Anders, 1981).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The following goals were projected for this practicum:

1. To create a children's literature program which will be integrated into the existing basal literature series.
2. To have students experience the total book besides condensed short stories in the literature anthology book.
3. To have students experience a variety of literary genres.
4. To help students gain independence in reading according to their interests and reading levels.
5. To help students gain an understanding and appreciation of literature.

Behavior Expectations

The behavior expectations for this practicum were:

1. Each student will increase his/her ability to think critically as measured by written assignments.
2. Each student will increase his/her ability to think creatively as measured by written assignments and activities.
3. Each student will increase his/her understanding of various literary genres as measured by informal group discussions.

4. Each student will increase his/her ability to present an oral book report as measured by a book report form.

3. Each student will increase his/her ability to comprehend vocabulary words as measured by dictionary assignments and tests.

6. Each student will increase his/her understanding and appreciation for literature as measured by a student attitude survey.

Measurement of Objectives

Standards of Performance

The success of each general goal and specific behavior expectation was measured by achieving a minimal performance level on an evaluation tool as indicated below:

1. Each student will respond with 75 percent accuracy in critical thinking as verified by written assignments.

2. Each student will respond with 75 percent accuracy in creative thinking as verified by written assignments and activities.

3. Each student will state with 75 percent accuracy various literary genres as measured by informal group discussions.

4. Each student will comply with 75 percent accuracy to four oral book reports as measured by a book report form.

5. Each student will define with 75 percent accuracy vocabulary words as measured by dictionary assignments and tests.

6. Each student when presented with an attitude survey will rate with 75 percent positive feelings toward their understanding and appreciation of literature.

Evaluation Instruments

The following assessments were used:

Specific objectives one and five were decided by the traditional letter grade; that is 90 percent to 100 percent is an A, 80 percent to 89 percent is a B, 70 percent to 79 percent is a C, 60 percent to 69 percent is a D and below 60 percent was defined as a failing letter grade.

Specific objective two was assigned two different grading scales. Since creativity is a difficult ingredient to define those assignments that required manual dexterity, such as dioramas, collages, mobiles and book jackets were graded on a Pass/Fail basis. Any student who completed a task was given a passing grade, thus eliminating subjective scoring. The purpose above all was to motivate as not all of the students are creative. Those written assignments that required mental ability were assigned a traditional letter grade.

Specific objective three was measured by informal group discussions in conjunction with teacher observations. This objective was reinforced by having each student fill out a genre record sheet. Through the group discussions the students were able to compare each others responses. Although these activities were not assigned a letter grade, they allowed the writer to evaluate student progress and also familiarized students to a variety of literary genres.

Specific objective four was characterized by the students presenting an oral book report each nine week marking period. The writer's evaluation was determined by the students' compliance to the questions asked of them on the report form. There were a total of 15 questions, of which each had been assigned a predetermined amount of credit points. The total number of points awarded to a student were translated into a traditional letter grade.

Specific objective six was determined by a student attitude survey. Before implementation of this practicum the writer administered to the students a pre attitude survey. The survey consisted of students' feelings toward reading and the present program. The students responded to each question with a yes/no format. The attitude scores helped the writer determine if the students understood and appreciated the present reading program.

At the conclusion of implementation of this practicum the writer administered to the students a post attitude survey. Although this survey posed different questions to the students than the pre attitude survey, it was similar in nature. The students again responded to the questions with a yes/no format. The assumption is that differences between pretest and posttest scores indicated improvement in positive feelings towards the effects of the intervention strategy after a ten month learning experience.

Mechanism for Recording Unexpected Events

The writer kept a daily log (see Appendix L) in which important information about the solution was recorded. Also included in the log were responses of the population on a particular day, unanticipated events and general impressions the writer might have had. These events as well as all other evaluation instruments facilitated the evaluation process of the children's literature program.

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CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

A review of the literature has indicated that presenting one literary genre at a time encourages children to widen their reading interests.

Huck (1976) believes that a book should not be considered in isolation but as a part of the larger part of literature. Books need to be compared with other books on the same subject or theme.

Vida (1978) has developed a literature program that meets one hour per day three days a week. The program covers four topics during the year: biography, realistic fiction, poetry, and tragedy. Each unit consists of reading three related books followed by three corresponding directed reading activities and a writing assignment.

The writer's solution and Vida's approach have many similarities. First, the program is structured; secondly, the material is presented in a sequential manner; thirdly, the students experience one literary genre at a time. The writer orally presented two books per week accompanied by a variety of books on that particular genre as well as group discussions.

The purpose of the writer's solution was to appeal to the affective domain in order to develop cognitive thinking.

A program developed by Bartelo and Cornette (1982) indicates that when highly abled and gifted students have many opportunities to experience a variety of reading materials, rather than confined to the state adopted literature text there showed through an attitude survey an increase in the amount of time spent reading. Although the writer's target population was average seventh graders a pre and post attitude survey was administered to them, thereby hoping that the attitude survey would indicate an increase in students' understanding and appreciation of literature which was one of the objectives of the writer's solution.

The writer's students experienced a diverse array of reading materials, yet keeping in mind the development of state reading goals. In keeping in line with the Bartelo and Cornette program (1982) the writer enhanced the program by incorporating group discussions and creative projects.

Alexander and Filler (1976) theorize on the following:

Some of the most influential communications sent from teacher to student do not involve direct statements and actions. The teacher needs to be aware of these aspects of his behavior and should evaluate the effects of his nonverbal behavior of his students. (p. 35)

The writer agrees with Alexander and Filler and believes that one such aspect is the learning environment. Although atmosphere is silent, it is an articulate voice inviting a child to participate.

Spiegel (1981) discusses that the most important part of the environment of a reading program is not material; it is the atmosphere in a room that invites children to read. In addition, Ruddel, Ahern, Hartson and Taylor (1974) concur that a physical setting conducive to comfortable reading demonstrate to children that the teacher supports this activity.

The writer created an environment that invited reading. The children's literature program was a creative coordination between a literature and media center. A lending library in the writer's classroom was made available to the students as well as media equipment. In addition, bulletin boards throughout the school year reflected several literary genres being studied. The environment is extremely important for those students who are not natural readers and are reluctant to participate. It is the classroom atmosphere that just might be the enticement.

In the solution the writer read aloud to the students. Reading aloud has a motivating effect. An interesting episode from a book may motivate some students to read the book themselves.

In reviewing the literature the writer has discovered positive findings and results in regards to oral reading. In a survey by Bruckerhoff (cited in Frick, 1986) 101 high school students most often mentioned the activity of being read aloud to as one which initiated positive attitudes toward reading. Similarly, Mendoza (1985) reports in a survey that approximately 74 percent of elementary students questioned admitted that they enjoyed being read to. Durkin (1981) points out that students can recognize plot, character and theme through hearing stories and recognize them later in their own reading. Fisher and Elleman (1984) reaffirm the writer's opinion in that reading aloud to students is an enriching experience. Specific learning skills can be attained through oral book presentations in addition to personal anecdotes from the writer's own experience.

Sides (1982) reports on the Literature in Teaching (L.I.T.) program developed in Evansville, Indiana. Classroom teachers and library media specialists developed this literature program for primary grade students to enhance the existing basal reading program. The following literary genres provide a framework: traditional literature, fantasy, animals, modern realistic, fiction, poetry, historical fiction, and biography/informational.

The L.I.T. program is organized in three levels, for kindergarten, first, and second grade. For each level 20 children's books are chosen for study.

After presenting the story orally, the teacher leads a discussion, thus stimulating students to think about the story or poem they heard.

Later in the week the teacher rereads the story or poem or an interesting part of it. This second reading serves two functions. Students become better acquainted with the language of literature and with the stories themselves. Guided instruction continues with the students becoming involved in the story through art, drama, composition, or music activities. This second interaction with the story helps develop literary insights by sending the student back into the story actively.

Reproducible student response sheets provide culminating activities about each selection. Sides (1982) asserts that this successful guided approach familiarizes students with all types of literature; it incorporates literature as a regular part of the school day and helps teachers serve as a link between children and the world of books.

Although the writer's population was a different grade level, the basic premise is the same:

1. Arranging a literature program by genres.
2. Oral presentations of books followed by discussions.

3. Guided instruction.

4. Culminating activities that encourage creative and critical thinking.

Spiegel (1981) discusses the development of a meaning vocabulary. It was through the children's literature program that students were given vocabulary words and their meanings during the weekly oral presentations. It was the writer's hope that the students would become familiar with these words through group discussions and learn the meanings by meeting these words again and again in a variety of contexts. Written assignments pertaining to the vocabulary words followed the discussion groups; thus increasing critical and creative thinking, which were specific objectives in the writer's solution.

The problem of motivating students to read is partially solved when the reading program is based on student needs (Spache, 1974; Huck, 1977; Spiegel, 1981; Alexander and Filler, 1976).

Time and again the writer has witnessed students who appear uncooperative, but in fact, cannot comprehend the reading material. With this purpose in mind the writer selected for each literary genre a collection of appropriate books that were on various reading levels. Reading material that frustrates a student makes it impossible to achieve the objectives of the writer's practicum.

Description of Selection Solutions

Before implementation of this practicum a student attitude survey was administered as a pretest to the children. This pretest was intended to measure students' attitudes towards the present language arts program.

The following is a schedule of the children's literature program which was integrated into the language arts curriculum:

Monday

The writer orally presented two books per week related to the literary genre being studied. Each book was presented separately accompanied by a summary of the story and the author's life. Several copies of each book were then passed around the class and were made available for immediate checkout from the writer's classroom.

The oral presentation of a story in the classroom has many benefits. Students were able to comprehend words they would not possibly recognize on sight by hearing them in context and inferring meaning.

Inferencing skills were also exercised during the oral presentations when the students were able to increase their ability to recognize plot, characters, mood and theme and later recognize them in their own readings.

The students not only learned specific reading skills through the writer's oral presentations but through this experience helped the introduction of group discussions which followed. The students were given vocabulary words with their meanings relating to the oral presentations, as well as a guided activity sheet. In addition, each week students filled out a genre record sheet. These activities enhanced critical and creative thinking and also helped motivate the students to develop positive attitudes towards oral book reports.

Tuesday

Middle school language arts curriculum mandates that students produce seven writing assignments per semester. Students in the writer's classes chose a topic from any book related to the genres under study during that marking period. They reacted creatively to a story by writing one of the following: diary entries, retelling of a story, scenes, sequels, dialogues, vivid descriptions, imaginative descriptions.

Wednesday

Middle school students according to School Board policy must complete one spelling unit per week which is from the county adopted spelling text. These learning experiences

were carried out with dictionary assignments and tests. Additionally, the writer interspersed vocabulary words learned from the children's literature program.

Thursday

Students were required to read from the basal literature series. The elements of plot, character analysis, setting, theme, language, style and mood were critically compared and contrasted with those books from the children's literature program.

Friday

Students learned grammar and punctuation. A portion of the period was devoted to free time, thereby allowing the students to select and check out a book of their choice, listen to tapes or silent uninterrupted reading time.

At the conclusion of implementation the students were administered a post attitude survey. The procedures followed the same lines as on the pre attitude survey. The results of students' attitudes were presented in table form, thus making it possible for the writer to determine if students' attitudes increased in their understanding and appreciation of literature.

Throughout the entire implementation of this practicum a log was kept by the writer to record responses of the students on a particular day.

Reading, while primarily a cognitive act, is also influenced by noncognitive functions (McWilliams and McWilliams, 1976), many of which are in the affective domain. The cognitive and affective realms are so intertwined that affective behaviors are involved when children receive cognitive instruction (Peterson, 1977).

Alexander and Filler (1976) contend that affective concerns including interest, attitudes, motivation, and emotions are important to reading because they provide the desire to read.

The practioner is in full agreement with these views and believes that a literature program that fosters the interdependence of the cognitive and affective domain offers students a greater chance of reading success.

The children's literature program was a segment of the total language arts curriculum. The writer fully agrees with Robinson (1968) who feels that if such a segment is overemphasized or if all others are neglected, it seems likely that the program will be unbalanced.

Although the writer's seventh grade classes were required to pass their pupil progression skills, the immersion of these teaching strategies in the content area of the required middle school curriculum only facilitated the process and also helped bring about the goals of the writer's practicum.

Calendar Plan

July

1. Writer discussed children's literature program with practicum adviser.
2. Writer assembled paperback book and videocassette catalogs, i.e., Bantam, Bantam Classics, Zenger Video, Sundance, Spectrum Educational Media and Read
3. The writer began writing up proposal.

August

1. The writer consulted with principal, grade level administrator and media specialist about the children's literature program.
2. Copies of paperback books and videocassettes were ordered according to different reading levels and interests.
3. Set up children's literature and media center. Lending library consisted of the following: multiple copies of paperback books under study, dictionaries, Thesaurus', encyclopedia set, atlas and almanac samples.
4. Media center consisted of the following: record player, records, cassette recorder with earphones, cassettes, sketching paper, color construction paper, white paper, magic markers, crayons, pens and pencils.

5. Writer set up an art exhibit in the classroom which was paintings and ceramics of animals, the first genre being presented to the students.

6. Bulletin boards were designed to reflect first literary genre under study.

September (1st Marking Quarter, August 31 - November 5)

1. Orientation of children's literature program with participating classes.

2. The writer administered student attitude survey.

A. The writer tabulated results.

B. Results were set up in table form.

C. An analysis of the results were written up.

3. Introduction of one literary genre to the students - Animals.

4. Students participated in "Patriots on Parade."

October

1. Introduction of new genre to the students - Biography.

2. Students orally reported on a book.

3. Students participated in a creative production, such as dioramas, mobiles, puppets, collages, book jackets or poster boards.

November (2nd Marking Quarter, November 10 - January 28)

1. Introduction of new genre - Adventure.
2. A large bulletin board was entitled "World of Books." The "World of Books" was a large world map. Students were given small unlined cards in which they wrote the name of a book. The name cards were then placed on the map on the locale of that book.
3. Students entered county fair. Category chosen was dioramas. Students participation satisfied their second quarter creative production requirement.

December

1. The writer introduced new literary genre - Mystery.

January

1. Students participated in a "Literary Feasts" theme. Each student renamed their favorite dish and brought in a sample.
2. Each student orally presented a book report.

February (3rd Marking Quarter, February 1 - March 30)

1. Bulletin board changed to coordinate with new course of study.
2. Introduction of new genre - Sports.
3. Students received their oral book report form.

4. Students participated in a creative production.

5. Students began preparing for the Literary Awards.

Classes nominated their favorite books according to literary genre.

6. Students received handouts on their participation in the Renaissance Fair. Students' projects were on books they had read.

March

1. Students were introduced to a new literary genre - Autobiography.

2. Students presented their oral book reports.

3. The classes voted on their favorite books according to literary genre.

April (4th Marking Quarter, April 11 - June 16)

March 31 - Employee Planning

April 1 - Day off

April 4 to 8 - Spring Break

1. Bulletin board changed to reflect study area.

2. Students studied a new genre - Fantasy.

3. The children participated in the Literary Awards presentation.

4. The students displayed their Renaissance Fair exhibit.

May

1. Students studied a new genre - Strange and Weird.
2. Classes orally presented their book report.
3. All participating classes in the children's literature program were administered a post attitude survey.
 - A. The writer tabulated results.
 - B. Results were set up in table form.
 - C. An analysis between pre and post attitude survey results were written.

June

1. The writer discussed findings and conclusions with practicum adviser.
2. The practicum report was completed.
3. Results, conclusions and recommendations were presented in the writer's practicum.
4. Practicum submitted to adviser.

Throughout this practicum there was an ongoing evaluation by the writer of each student's progress via teacher observations, activities, group discussions, grades and surveys.

Permission to implement the solution was granted by the writer's principal. Supplies, books and media

equipment were furnished by the writer's school as well as the practitioner's personal collection. The solution strategy took place in the regular seventh grade classroom.

The writer had requested permission from the school board to use their genre reading record sheet (see Appendix M). Permission was granted (see Appendix N) thereby allowing the youngsters to benefit from this activity. Additionally, the writer had requested permission from the county fair officials to use their entry rules and official entry form (see Appendix O). Permission was promptly and graciously granted by fair officials (see Appendix P).

Report of Action Taken

Each segment of the solution was followed exactly as presented in the solution strategy. All seventh grade language arts students participating in the children's literature program were exposed to literature activities as verified by a sequential organization of literary genres activities.

Before implementation of this practicum the children's literature and media centers were established in the writer's classroom. The literature center consisted of multiple copies of paperback books of the first genre under study which was animals. In addition, dictionaries,

thesaurus', an encyclopedia set, an atlas and almanac samples were also displayed. On an adjoining table the media center was set up. The media center consisted of a record player, records, a cassette recorder with earphones, cassettes, sketching paper, color construction paper, white paper, magic markers, crayons, pens and pencils. Interspersed between the literature and media centers were ceramics and clay potteries of animals. Finally, bulletin boards were designed to reflect the animal genre. The first bulletin board was a scene depicting the Serengeti Plain. The foreground of the scene was black, backed by a deep shade of orange depicting the horizon. Silhouettes of various wildlife animals, such as giraffes, tigers, gazelles, an elephant and a rhinoceros were placed on the line where the orange and black papers met at midline of the bulletin board. Additionally, various sized tree silhouettes were placed amongst the animals. These aligned multiform silhouettes gave the scene perspective. These coordinating bulletin board papers were superimposed over the oak frames, thus further enhancing as well as emphasizing the perspective of the scene. Framing the bulletin board on both sides were several oil and water color paintings of animals. Another bulletin board on an adjacent wall displayed student papers cornered by animal silhouettes.

In order to implement this practicum, the students were administered an attitude survey (see Appendix B). Since one of the writer's objectives was to help students gain an understanding and appreciation of literature, the attitude survey was the most appropriate instrument to measure initial attitudes toward the present language arts program. The survey required approximately 10 minutes of class time. After completion of the student attitude survey, the yes/no responses were tallied by the writer to determine the total student count for each question. The results of the student attitude survey were then presented in table form, thus, making it possible for the writer to determine students' initial attitudes toward the present language arts curriculum before implementation of this practicum began.

The solution that the writer then chose was based on genre themes incorporated into the language arts curriculum.

During the first month of implementation of this practicum, two books a week relating to the animal genre were orally presented to the students. The writer first discussed the author's life. Next, a summary of the book was orally presented to the students. The writer included any gripping or intriguing episode in the book, as well as personal anecdotes whenever possible.

After each oral presentation the writer passed out several copies of the book to the class for them to view. Additionally, several copies of each book were available for immediate checkout. Next, the students were given a vocabulary sheet with definitions (see Curriculum Guide). Each vocabulary page only pertained to words found in the book just presented. The writer associated these words with examples from the book, thus the students were better able to relate to the meanings. As a culminating activity, the students were placed in groups and given an activity sheet entitled "QUESTIONS FOR DISCUSSION" (See Curriculum Guide). The discussion questions related to the oral book presentation. The students in each group compared thoughts and recorded their responses on an activity sheet. While the students were in the activity group, the writer passed out a genre record sheet (see Appendix C). Although this additional activity was to help guide the students to determine what genre books they had previously read, as well as make them familiar with a variety of literary genres, they remained bewildered. During this time the writer intermingled with each group and, on a non-evaluative basis, suggested possible answers. After approximately 15 minutes, each group orally presented their answers. Initially the group discussions took on an air of

timidity, but by the third week of implementation, the social climate changed to one of free expression. This was due to the students' enjoyment of the activities and the existence of the non threatening environment.

During the first month of implementation the students were introduced to the oral book report form (see Appendix D). The children were told to orally present book reports during the month of October. Each student chose from the two genres under study during that marking period; animals and biography. Two class periods were required for thorough explanation of the grading system, review, and provision of examples of each question. Question # 3, which pertained to genre, presented a problem in all the classes. Although the writer had presented many examples, the students remained unable to grasp the concept of genre. At this point, the writer again passed out the genre record sheet with its many examples. The visual presentation combined with the oral book report form, appeared to clarify the misunderstandings and the writer had the students' verbal assurance that they understood what the literary term "genre" meant. When the classes met again for the weekly discussion groups, the students created a competitive atmosphere in which each group was vying with the other for reading books under the most literary genres.

During the month of September the students were presented with the possibility of participating in the county fair in November. The students chose from the categories of dioramas, creative writing or posters. The entry rules for the county fair were passed out to each student (see Appendix E) and orally reviewed in class. The students were informed that they would be required to complete an official entry form (see Appendix F) which two weeks later the writer passed out. All classes chose to execute dioramas; the reason given was their book topics could be best represented by this technique. The children filled out the entry forms and the writer approved or vetoed students' selection. When a class had too many book duplications those students were allowed amongst themselves to decide who would make another book choice. This did not present a problem and all students involved worked cooperatively together.

In September the students were scheduled to participate in a program entitled "Books on Parade" in which they would be costumed as a favorite character from a book of their choice. However, due to the 200th Anniversary of the American Constitution, the writer's principal requested that the program be changed to "Patriots on Parade," (Appendix G).

Through this celebration the students were made aware of patriotic figures in American history. The bicentennial celebration was an appropriate entre to the second literary genre, biography, implemented during the second month of this practicum. As before, a biographical sketch of each author was orally presented to the class followed by an oral book presentation, vocabulary, and activity sheet (see Curriculum Guide). In order to eliminate boredom of subject matter and enhance diversity, the oral book presentations were opposite in nature, yet followed the same theme. For example, John Adams was presented with Dolly Madison, Joan of Arc coupled with Pocahontas, Mahatma Gandhi followed by Martin Luther King, and Napoleon accompanied with Anwar Sadat. This striking dichotomy, yet similar theme captivated the students' imagination, increased motivation and willingness to check out copies of the books made available to them.

During the month of October the writer delivered all the entry forms to the county fair office, where they were received and the writer's students were officially entered into the county fair. In October those classes that participated in the literature program orally presented their book reports. Many of the students, as expected, were nervous and did not respond to the questions as

expected. There was a lack of critical or creative thinking evident and it was hoped that the students would do better in the future.

The students were assigned a creative project during the first marking period in which some degree of manual dexterity would be required of them. This project could be in the form of a diorama, mobile, puppet, book jacket, poster board or collage. Each project was required to reflect a scene or a character from a book they had read or were reading. Each project was required to be handmade and, as all children are not adept at producing a creative project, they would be graded on a Pass/Fail basis. The students were told if they did their best, they would pass. This statement appeared to please the students. The classes were given two weeks to complete the assignment. On the project due date the writer was besieged by an abundance of mobiles and book jackets. The writer felt this was due to the lack of serious creative effort utilized in completion of the project due to the knowledge that if they did their best they would be assured a passing grade.

Each student was asked to come up to the front of the classroom and to briefly explain his or her project. The classroom was engulfed in an air of Show and Tell. All classes completed their presentations in one class period.

During the first marking period the writer's classes were required to complete one spelling unit per week. These assignments consisted of 20 vocabulary words from the county adopted spelling text in which the children were to use a dictionary to look up their definition and then place them in a sentence. Along with this assignment, the vocabulary words learned from the children's literature program were also put into a sentence by the students. At the end of the class period the writer and the students orally reviewed the words with accompanying definitions and sentences. What occurred was, when the class arrived at the vocabulary words from the literature program, students automatically wanted to discuss their books. The writer accepted this behavior as an indication of positive attitudes. At the end of the week the students were tested on the correct spelling of the words.

Every Friday a portion of the period was devoted to free time, thereby the students were allowed to select and check out a book of their choice and participate in silent uninterrupted reading time as well as listen to tapes. Initially, the students were hesitant to get out of their seats and take part in the literature program. They quietly remained in their seats, until the writer encouraged them to go to the centers. When the writer, during free reading time took out a book to read, this behavior

indicated to the students that this action was acceptable and appropriate behavior and they slowly began to attend to the centers. In each participating class there were several children who were fascinated with the creative aspect of the program and asked if they could arrange the materials according to their tastes. The writer readily gave these students creative freedom to display the materials as they wished. As the weeks passed more and more students rearranged the literature and media centers according to their artistic style. The writer interpreted this action as a positive sign which indicated the students, in their own personal way, had accepted and adopted this program.

During the first marking period the students read from the basal literature series. The elements of plot, character analysis, setting, theme, language, style and mood were compared and contrasted using the books from the children's literature program. Students were asked to exercise their critical thinking skills during these times. One such assignment required the students to write a character analysis comparing and contrasting Buck in Call of the Wild and "The Catch Dog" from the basal text. Another such assignment was to contrast the setting, language and mood between Harriet Tubman in "The Underground Railroad" and Pocahontas from The Life of Pocahontas.

Born Free, from the children's literature center was also offered in a condensed version in the basal text. The writer asked the students to describe Elsa's journey when she was returned to her natural habitat and the adventure of the two dogs and the Siamese cat from The Incredible Journey. This assignment was a favorite and many students verbally related their personal stories of how an animal they owned ran away and came back. The writer heard students tell of human emotions of sorrow, guilt and exhilaration.

According to middle school language arts curriculum, students must produce seven writing assignments per grading period. Students in the writer's classes were allowed to choose a topic from a book related to the genres under study during that marking period. The students were told that they will react creatively to a story by writing one of the following: diary entries, retelling of a story, recreating a scene, sequels, dialogues, vivid descriptions, imaginative descriptions.

Every week during class the students were allowed time to develop this writing assignment. The assignment was to be kept brief and to be completed in one class period.

Many students took an abstract point of view. For example, some students were a hair or flea on the dog

character, Buck, in Call of the Wild. These students proceeded to relate the thoughts of this hair or flea during one of Buck's adventures. One student was a piece of straw eavesdropping on a conversation between Charlotte, the spider, and Wilbur, the pig, in the book Charlotte's Web. Still another student was a piece of grass in the Jungle Book who was constantly being stepped on by lions, panthers and hippopotamuses. A stunning response was one student's approach to the fictional character Robin Hood; he depicted the hero as a real character and related his actions through the visual observations of Robin's golden arrow. The writer's favorite story was one child's revelations on how it felt to be a horseshoe on the lovable and abused animal character Black Beauty.

In the beginning of the second marking period, which marked the third month of implementation of this practicum, the students were introduced to the literary genre, adventure. One bulletin board was transformed to complement and coordinate this study area. The bulletin board depicted the seven continents; North America, Europe, South America, Africa, Asia, Australia and Antarctica. Each continent was silhouetted in a different color with a background of azure blue representing the various oceans. There was a great deal of enthusiasm when the students were given paper, upon which to write the title of an adventure book which

would be secured with a multicolored push pin to the appropriate continent on the bulletin board. Students were allowed to write the name of any genre they had read.

Surrounding wall space echoed posters of Paris, San Francisco, Rocky Mountains and the Adventure of Ulysses. The writer's assistant principal generously donated a Rousseau jungle scene and a Winslow Homer adventure scene.

Originally there was to be another bulletin board reflecting an eighth continent for those books having an unidentified setting. However, an oral discussion with the students indicated there were not a sufficient amount of books with unidentified settings to merit an additional bulletin board.

The arrival of this new genre replaced its predecessors, animals and biography. Such books as David Balfour, Tom Sawyer Abroad, Kidnapped, The Black Arrow, White Water, Still Water as well as books from the oral presentations were made available to the students for check out. The writer allowed the students to arrange the new books, paperbacks, records and tapes as they wished. One student brought in the illustrated classic editions of The Last of the Mohicans, The Count of Monte Cristo and The Oregon Trail. This student was very proud when he told the writer that his mother bought these books for him when he was little and she waited until he was old enough to give to him.

Another student generously donated an Air France Safari Guide and separate travel booklets on China and the Orient, Alaska and Canada's Yukon, Hawaii, India, Africa, Egypt, Australia and New Zealand.

During the third month of implementation of this practicum two books a week relating to the adventure genre were orally presented to the students. As before, The writer discussed the author's life followed by an oral presentation of the book. After each oral presentation the writer passed out several copies of the book to the class for them to view. Finally, the students were given a vocabulary sheet with definitions (see Curriculum Guide). These definitions were discussed with the students. In conclusion the students were placed in groups and given an activity sheet (See Curriculum Guide). After each group discussed possible answers, they orally presented their answers to the class.

During the month of November the students satisfied the second marking period creative production requirement by completing the county fair projects. On November 10th the writer was surrounded by dioramas of various shapes and sizes, all of which were appropriately labeled and tagged for identification.

One superb project was designed and created by a student who rarely spoke in class. The project was a

scene from the book The Wizard of Oz. The castle towers were shaped from large cylinder paper towel rolls painted over in jade green and sprinkled with lime green sequins. The castle domes were fashioned out of paper mache and also painted in jade green. The castle walls were patterned from Kleenex boxes and superimposed with lacquered pasta shells. The castle guard houses were fabricated out of paper cups turned upright. Emerging from the surface of each cup was a flag created from pipe cleaners and colored cellophane paper. Dorothy and Toto, the dog, were made out of plaster and then painted to resemble figures.

The book The Time Machine by H. G. Wells was skillfully executed from a cardboard box. Plastic skylights overlooked the entire scene which overlooked intricately woven black and white paper squares simulating tile. Two moveable plastic ceiling fans were suspended from the roof of the diorama. The forefront of the diorama was comprised of a small black cardboard time machine. Within this scene was a small table, miniature globe, lantern, and the book The Time Machine. The background walls consisted of painted bookcases and a map of the United States framed in plexi-glass. The piece de resistance was a Lilliputian telescope mounted on a tripod.

The book, The Pearl, by John Steinbeck was designed from a cardboard carton. The background was painted sky blue and the clouds were airbrushed white. The mountains were cut out of masking tape and were airbrushed on in purple. The land was made out of plaster of Paris and painted the color of sand with the background landscaping of brown and green. The ocean was tinfoil, airbrushed blue and then covered with a hardened acrylic substance. The hut had been fashioned from popsicle sticks and airbrushed brown. The roof was comprised of palm leaves. The fire was paper painted red and orange and the smoke simulated out of cotton balls airbrushed gray. Interestingly, the clouds were kept in place with hairspray. The shipwrecked boat was made from paper and airbrushed brown.

On November 18th, with the assistance of several parents, all the projects were transported by vehicle to the fairgrounds where the writer signed in with the fair officials and promptly proceeded to creatively exhibit student projects. Sometime during the week the projects were on display, they were judged by fair officials, and accordingly ribboned. All judging followed the lines of the Danish method, whereby each project was judged on its own merit and thus not in competition with another. Based on this method of judging, the writer's students were awarded

37 first place, 20 second place, 20 third place, 21 honorable mention and one Best in Show.

On the final day of the fair each student was responsible for picking up his or her own project. Those projects not claimed were disposed of by fair officials.

During the last month of the calendar year, the writer's classes that were participating in the children's literature program had been originally scheduled to take part in a "Literary Feasts" celebration. Since all the writer's classes would not be involved in this function, the writer thought it advisable for the celebration to be postponed until January, thereby avoiding holiday conflicts.

During December the writer prepared the students for the activity which would take place the following month. First, each student was asked to select a dish that would correspond in name with either a book title, author or character from a book. The writer offered such suggestions as Sawyer's Delight, London Broil and Poe ala Mode. In order to avoid duplication the writer duly recorded on an index card each student's choice.

On the day preceding the "Literary Feasts" luncheon the writer sent a memo to the faculty to inform them that the students named would not be attending fifth hour

class due to a language arts activity; however, students would be responsible for any assignments missed.

The celebration was held in the Home Economics suite. This site was chosen because of its size, refrigeration and heating facilities, as well as seating capacity. All dishes had a placard naming the treat as well as the student's name. The dishes were arranged on three separate tables, indicating hors d'oeuvre, entree and dessert.

Such interesting culinary delights as the following were for the sampling:

<u>Book</u>	<u>Author</u>	<u>Character</u>	<u>Dish</u>
<u>Superfudge</u>	Judy Blume		Fudge Brownies
<u>Amelia Bedila</u>			Meatballs
			Nut Cookies
			Fruit Cake
			Honey roasted peanuts
<u>Garden of Shadows</u>	V. C. Andrews		Garden Salad
<u>Double Trouble</u>	Michael J. Pellowski		Double layer cake
<u>Summer of Fear</u>	Lois Duncan		Duncan Hines Brownies
<u>The Jungle Books</u>	Rudyard Kipling		Banana Bread
<u>Tarzan</u>	Edgar Rice Burrows		Spanish rice over noodles
<u>Tom Sawyer</u>	Mark Twain		Sawyer's Stew

<u>Book</u>	<u>Author</u>	<u>Character</u>	<u>Dish</u>
<u>20,000 Leagues Under the Sea</u>	Jules Verne		Shrimp
<u>Call of the Wild</u>	Jack London		London Broil
<u>Tales of a Fourth Grade Nothing</u>	Judy Blume	Fudgie	Fudge Brownies
	Edgar Allan Poe		Poe ala Mode
		Napoleon	Napoleon Pastry
<u>Garfield Goes on a Diet</u>	Jim Davis		Diet Platter
<u>Pet Cemetery</u>	Stephen King		King Crab King Crab Salad King Fish
	Francis Bacon		Pigs in a Blanket wrapped with bacon
<u>The Headless Horseman</u>			Pumpkin Pie
		Meatballs	Parmesan Meatballs
		Johnny Appleseed	Johnny Appleseed Pie
<u>The Wind and The Willows</u>	Kenneth Grahame		Graham Crackers
	Charles Lamb		Lamb Stew
<u>A Taste of Blackberries</u>			Blackberry Cake
	Ezra Pound		Pound Cake

During the fourth month of implementation the writer's students were informed that an oral book report would be due in January. They were advised that they could select a book from any genre of their choice. The students were given a new book report form and the questions were orally reviewed with each class.

Also, during the month of December the students were introduced to the mystery genre. As in the past, when one study area was brought to completion and replaced by another, the literature and media center materials reflected the present topic. By December it had become a tradition that the students would coordinate the centers. The writer sent several students from each class to the library. These expeditions brought back Nancy Drew's Collection of 6 Haunting Mysteries, Carolyn Keene's The Secret in the Old Attic, Mystery of the Glowing Eye and The Secret of the Forgotten City, The Mystery of the Screaming Clock by Robert Arthur, Edgar Allan Poe's Tales of Mystery and Terror as well as Poe's Tales of Mystery and Imagination and Agatha Cristie's The Murder of Roger Ackroyd.

As in the past, two books related to the genre under study were orally presented to the students each week accompanied by the author's life. Thereafter, students were given a vocabulary sheet and in groups answered the questions from the discussion sheet (see Curriculum Guide).

During the month of January the writer's classes participated in their second oral book report. The writer hoped these book presentations would evidence more thought provoking effort. Although the students' oral presentations did show improvement through the use of adjectives, most of the students still appeared nervous during the oral presentations.

Throughout the second marking period the students continued their reading from the literature text. Since there were only a few adventure and no mystery stories presented in the county adopted literature book, it was not possible to have students compare and contrast stories with those from the children's literature center. Therefore, the writer asked the students to write a character analysis from either an adventure or mystery book. Such notable characters as Harriet Tubman, Indiana Jones, Zorro, Master Hawkins from Treasure Island, Nancy Drew, Sherlock Holmes and the lovable character Phileas Fogg from Around the World in Eighty Days were depicted through written characterization.

Due to the holidays and assemblies during the months of November and December, the students were unable to complete all the creative writing assignments for that semester. However, the writer received many well done creative writing assignments from the two genres under

study. Portions of the books Tom Sawyer, Conan, Nancy Drew's Super Sleuths and Witch Tree Symbol as well as Kipling's The Jungle Books were related in diary form. Sequels were written for Return of the Jedi, Stuart Little and Born Free. The writer's favorite project was Swiss Family Robinson retold by one of the natives. The student combined humor as well as the indignity of being invaded by the civilized race.

Throughout the second marking period the writer's classes continued their spelling units, learning the vocabulary words from the children's literature program and free reading time. The students appeared to be more comfortable with the literature assignments and demonstrated positive spontaneous behavior. This behavior was evidenced by comical remarks as well as comparing a literature vocabulary word with an event in their life.

At the beginning of the third marking period, the sixth month of implementation of this practicum, the students were introduced to the sports genre. As with previous genres, one bulletin board was designed to reflect the topic. Since the genre was sports it was appropriate to couple this theme with the upcoming Winter Olympics which would take place in Calgary, Canada. Through the medium of art, the writer expressed the physical culture of the twentieth century.

Ensnconced within the bulletin board frame was the Olympic symbol, five interlocking rings, which originally represented the five continents, but which now have come to symbolize international friendship. The rings were in primary colors, including at least one hue from the flag of every competing nation. Framing the board's top perimeters were four hot air balloons; one lettered with the acronym U.S.A.

Centered within the scene was a running track depicting various sports figures, such as runners, bikers and hurdlers. An inner track was an odyssey of movement in which figures exhibited discus throwers, a pole vaulter, long jumpers, javelin throwers, double horizontal bars and the balance beam contemplated in primary and secondary shades.

The lower corners of the board revealed skiers, speed skaters and the sports of culling, boxing, basketball and swimming.

Throughout the bulletin board the fluidity of the silhouette lines symbolized the power and exhilaration of movement as well as accentuating the intrinsic value of competition. Neither area dominated the other; rather the panorama personified an intricate relationship between the affective and cognitive domain.

At the onset of this study area several students from each participating class in the children's literature

program went to the library and brought back many books, most notably sports books on the subjects of Olympic gymnastics, canoeing, racing yachts, sailing techniques, wind sports, swimming, hockey, baseball, softball, drag racing, junior weight training and jujitsu. These books as well as the books from the oral presentations were made accessible to the students for check out.

As with previous units, students were introduced to an oral summary of two books a week, a biographical sketch of the authors, vocabulary words and group activity sheet (see Curriculum Guide).

As in the preceding grading periods, each participating student in the children's literature program was required to present an oral book report for that marking period. At the beginning of the third semester the writer handed out to the students an oral book report form. The children were instructed that their reports would be presented in March and may be on any literary genre of their choice.

Also, at the onset of the third grading period students were told that they would be required to produce a creative project which would be due by the end of February. Students were able to select the genre of their choice, which would then be presented through one of the following mediums: collage, poster, haiku, poetry, book jackets, mobile, scrap book. Due to the abundance of mobiles and book jackets

presented by the children the first marking period, the writer felt it necessary to introduce various examples, thereby hoping these would inspire the students to be more creative in their thinking. The writer designed and executed an animal collage, a sports poster, a mobile designed from a Christmas wreath as well as a book jacket. The students were impressed by the examples and were mainly concerned if it was appropriate for them to copy the creative ideas, which the writer quickly assured them would be acceptable.

During the month of February the students started preparing for the Literary Awards. Students were asked to nominate their favorite book according to genre. The writer again made available to the students those favorite books from each genre to facilitate their selection process. At the end of February each student was given a literary awards nomination ballot form (see Appendix H) in which they anonymously nominated their favorite book according to genre. After the writer collected the ballots and tallied the count for each participating class the students were then able to view those top three nominations from each literary genre.

After several weeks of viewing, students were passed out a literary awards voting ballot (see Appendix I) which indicated the top three nominations in each genre. The

writer collected the ballots from the children and a student committee with the writer's supervision tallied the ballots. The results were announced at a ceremony in the writer's classroom on April 11, 1988 coinciding with the date of the televised academy awards.

At the end of February when the students brought in their creative projects they were allowed to show off their project in a "Show and Tell" presentation. Most of the students did an outstanding job demonstrating imagination and creative ability. Their work included collages and posters enhanced with artistic materials and effects. There were mobiles and scapbooks as well as the more common book covers. All were colorful and showed evidence of great thought and attention to detail.

In the beginning of March the students received handouts with information about their required participation in the Renaissance Fair. This project would become due the fourth grading period and would satisfy the students' fourth quarter creative production requirement. The writer spent two entire class periods reviewing the information about the Renaissance Fair. Students asked many questions about the judging and reviewing of these projects as well as needing redefinition of project requirements.

Simultaneously, at the beginning of March, students presented their book reports. These oral presentations

exhibited more of the student's individual personalities as they did not completely depend on their report form for notes. Students also showed evidence of the use of a great deal of improvisation. Students showed definite improvement from preceding marking periods and the writer attributed this to constant praise and teacher modeling.

In March students were introduced to the literary genre autobiography. Students from each participating class went to the library and brought back books on this topic which were then displayed in the classroom media centers. These library trips brought back many interesting autobiographical books which inspired a great deal of student enthusiasm. The students adored, in particular, Rory C. Foster's Dr. Wildlife, the story of a northwoods veterinarian who cared for sick and injured wildlife animals. The writer spent an entire class period discussing the book because it was an entree to a critical thinking writing assignment. The writer discussed in detail the life of Snowflake, an albino deer who was hit by a car; Faline, the newborn deer who when only 48 hours old was also hit by a vehicle and brought to the doctor's hospital, a boxturtle with a cracked shell and a homeless baby owl.

Other touching stories that the children gravated towards during the free reading time was James Herriot's All Things Wise And Wonderful, The Trapp Family Singers,

Althea Gibson's I Always Wanted To Be Somebody, I Am Fifteen And I Don't Want To Die, a book very much on the order of The Diary Of Anne Frank and John Howard Griffin's haunting novel Black Like Me!

As before, two books a week were presented to the students. These presentations were joined by a biographical sketch of each author, vocabulary words and group activity sheet (see Curriculum Guide).

Throughout the third grading semester, students continued with their spelling activities, as well as their critical and creative writing assignments.

One critical writing assignment was to write a character analysis of Roberto Clemente, taken from a short story in the basal literature text. Another assignment was to compare the personality characteristics of Roberto Clemente with a sports character of the student's choice.

The students immensely enjoyed their creative writing assignments. They were allowed to recreate their autobiography through a choice of a log, diary or journal. Interesting and revealing facts surfaced. One student acknowledged that she was not the best daughter in the world while another student expressed that it was an adjustment from living in pines and then moving to palms. One student's touching revelation was that she wouldn't change a thing because by having problems it will make her a better person in the end.

Another creative writing assignment was that students were asked to recreate their life the way they would like it to be. Many of the students desired materialistic possessions, whereas others wanted to solve medical problems and find solutions to world hunger. One youngsters' mental exercise in humility was his desire to find his father so he would be happy at death's knock. Thus, the writer began Spring break placed in an emotional spell.

Upon the first week of return in April from Spring break the students began their fourth and final marking period for the school year as well as beginning the eighth month of implementation of the children's literature program. Due to the fact that the students returned during the middle of the month it was therefore necessary for the writer to combine several of the literature presentations in order for the pupils to remain on schedule.

During the first week of return the children were introduced to the fantasy genre (see Curriculum Guide). Several students from each participating class went to the library and brought back many examples of fantasy books. These journeys brought back, to mention a few, The Glitch, a book on computer fantasy, A Wizard of Earthsea, The Stolen Lake and Winter of Magic's Return. These books as well as the writer's personal collection of fantasy stories were arranged by the students in the media center, whereby

they were enjoyed during the weekly literature presentations and free reading time.

Accompanying this genre the writer designed a bulletin board to coordinate with this theme. The subjects confined within the board space were the two characters, Phantom of the Opera and his beloved, Christine Daae, a dancer in the corps de ballet. The writer discussed with the pupils this haunting love story as well as Andrew Lloyd Webber's spectacular and elegantly staged play version now appearing on the Broadway stage in New York City.

Although the Phantom of the Opera had a disfigured face concealed by a partial white mask, the writer chose to give him sad green eyes and an aristocratic posture. The *raison d'être* for this artistic gesture was to express the frailty of the human spirit. The greatest testament to the Phantom of the Opera, is that, despite his deformity he possesses dignity. In essence, the writer was creatively expressing that he not be secluded in the hidden catacombs beneath the Paris Opera House, as depicted in literature, but to elevate this humble victim to center stage.

The ballerina's upper torso is slightly profiled towards the Phantom and both are clasping each other's hand. This beautifully articulated pose dramatically and expressively depicts that the beauty and the beast stand

as one and only adds speculation to their relationship. Christine's bodice is veneered with the lightest pastel pink muslin edged in lace and tied at the neck with pink satin ribbon. Casually drapping her dark hair is a head shawl of matching design giving an angelic aura to the ballerina, which in turn enhances the Phantom's inner beauty.

The background scene of lighted candles symbolizes the couples love for each other. This ambience created an eerie fantasy for the viewer who is then left to arrive at his own conclusion.

Enclosing the board frames were unicorn posters which additionally emphasized the fantasy genre. Such subjects in poster form were entitled Mystic Seashore, Starlight Flight, Enchanted Falls, Clash of Cobalt and Amethyst, Broken Enchantment and Uni-moon.

Also, during that first week of return the writer distributed to the students their final oral book report form. They were instructed that their oral presentations would be due in May and a date was given. At this point of implementation of the children's literature program all the pupils were fully aware of what was expected of them and there were no questions.

However, some children expressed that they would like their oral book report accompanied with a visual or auditory

aid. The writer agreed to this request, but did not make it a requirement for those students who did not wish to do likewise.

Due to the shortage of time during the month of April only one class was able to participate in the literary awards presentation. One male student was chosen by the pupils as the master of ceremony. He gave a brief introductory speech in front of the class and then proceeded to introduce the first pair of presenters. Each literary category followed by a different pair of presenters. At the conclusion of the awards ceremony, all winners were asked to gather in front of the classroom where they were given a standing ovation by the class.

During the eighth month of implementation of the literature program students delivered their projects to the writer's classroom for the Renaissance Fair. The writer received these creative endeavors and made certain that each was properly identified by each student placing his/her name on a 3x5 index card glued to the back of the project. During class the children proudly presented their projects. The writer was pleased that many categories were represented, e.i. diorama, essay, haiku, poetry, book review, play, fiction story, game approach, mobiles and puppetry.

All of the projects showed a great deal of time and effort put forth. One outstanding diorama was a scene

depicting the sinking of the Titanic. Half visible from the turquoise tissue paper waves was the sinking of a glorious ship representing an era never to be replaced. A superior diorama was a scene from Alice in Wonderland. The Queen of Hearts, the leader of Wonderland demands that the white rosebushes be painted red; thereby, the servant cards perform this task. The student designed bushes made out of sponge sprayed green and roses made out of tissue paper. The servant cards were made from white paper with small hearts painted on. Each servant card was surrounded by paint brushes and spilled, overturned paint buckets. The entire scene had an enchanting effect.

One boy presented along with his poem "Ice Hockey: The Final Shot," a diorama of hockey players attempting to pass the puck past the goal line. The goal was fabricated out of flexible straws covered with red construction paper and then covered with white nylon netting.

One student presented haikus on a nature theme. Accompanying each haiku was a drawing of that subject matter i.e., ladybugs, hummingbirds, flowers, beach waves, ocean breeze.

Several days later when the library was available, these exhibits were transferred by the writer, several parents and many students. The various projects were

displayed on long tables with a computer lettering overhang indicating each category. Here the projects remained for a one week exhibition. During this time a judging committee composed of the principal, three assistant principals, the media specialist and several parents judged these projects. The writer also made out a schedule for the language arts teachers to follow so that each of their classes could view this learning experience (see Appendix J).

At the beginning of May, the ninth month of implementation of the literature program the children were introduced to the strange and weird literary genre (see Curriculum Guide). As in all other genre introductions several students from each participating class pilgrimaged to the library and brought back books to stock the media center. These students collected an impressive selection of books on this topic. The children proudly showed off their finds to their class when they ceremoniously delivered the books to the writer's classroom. Such notable books were Curse of the Egyptian Mummy, Mysteries of the Pyramid, The Elephant Man, The Quest for Atlantis, Lost Cities, The Bermuda Triangle, Titanic: The Maiden Voyage, Are There Alien Beings? Bigfoot: Man, Monster, or Myth?

Two week prior to the Renaissance Fair assembly the writer notified each winner's parent and requested that they attend this function.

On the morning of the assembly, May 6, 1988, the writer placed a memo in each teacher's mailbox listing those students who would not be in class due to their attendance at the Renaissance Fair assembly. At 9:30 a.m. the writer was joined in the auditorium by all the students who participated in the Renaissance Fair. This assembly was to give recognition to all those children who worked so diligently to make the fair a success.

Each first place winner in all the categories was awarded a trophy, ribbon and certificate of recognition. Second and third place recipients were given a ribbon and certificate. Overall Best in Show was awarded to a student who executed an outstanding dioramic interpretation of the book The Invisible Man. For her efforts she received a trophy, one hundred dollar savings bond and a ribbon. The category of haikus placed second and a play came in third. These pupils received fifty dollar savings bonds and ribbons. Concluding this celebration students mingled with the principal, assistant principal, parents and faculty amid refreshments of punch and cookies.

During May, the ninth month of implementation of the children's literature program the students presented their final book report for the school year. Almost all of the reports were very well done; however, there were some notable exceptions in which a few students accompanied their report with either an auditory or visual aid.

One student used various colored poster boards to depict scenes from her book. Another student taped background dialogue from the television program "World at War." Still another child presented her report as part of a telephone conversation. The writer particularly enjoyed one student's videotaped presentation accompanied by guitar music on the book Sounder.

Many creative and critical writing assignments were given by the students. The students were asked to creatively produce their own fantasy story. The writer heard stories of incredible imagination and originality. Although all essays were good, noteworthy was one child's imaginary conversation with the ghost of Martha Washington, whereas another child was a magical unicorn living in an underwater kingdom. An adorable story was about Henry, the rabbit, the leader of an imaginary country. Another narrative was about a mermaid discovering a treasure chest at the bottom of the sea. An interesting revelation was one student's story of being adopted and when six years of age discovers that her natural father is a centaur and her mother is a Pegasus.

In the area of critical thinking students were asked to select a writing topic relating to the strange and weird genre. The writer discussed with the pupils such examples as UFO's, Bermuda Triangle, curse of King Tut, Hope Diamond

and the lost city of Atlantis. The pupils were then assigned to critically analyze the topic of their choice and to determine if it was fact or fiction. The writer received many interesting assumptions from the pupils. One child believed that magnetic forces were responsible for planes and ships being devoured by the sea in the Bermuda Triangle; whereas another student believed a gravitational pull was responsible. One student discussed the similarities between Presidents Lincoln and Kennedy's death, while another child believed that the abominable snowman, the legendary creature inhabiting the Himalayas, is in fact a real animal. One pupil believed that poisonous gases were responsible for killing those people who violated the tomb of King Tutankhamun of Egypt.

A critical writing assignment which fascinated the students was one in which they were requested to watch the television program, "Unsolved Mysteries." Students then selected one case which most intrigued them and by the use of critical analysis and Bloom's cognitive skills levels, each student attempted to solve their chosen crime. A videotape of the program was made available through the school library for students unable to view the program as assigned.

This challenge forced the students to utilize known material and to apply it to a synthesized experience. All students found themselves highly involved and as a result self motivated to complete the final written product.

Throughout the fourth grading period the writer continued with the literature presentations. The students looked forward to their group activities and discussions and were comfortable in this endeavor. During free reading time they hurried to the media center to be sure to get the book of their choice.

The students when given their weekly vocabulary test would call out and try to guess the final word. If a student was absent that class would verbally compete with one another to see who the writer would select to administer the make-up test.

At the conclusion of implementation of the children's literature program the students were given a post attitude survey (see Appendix K). The responses were tallied by the writer to ascertain if students' attitudes increased in their understanding and appreciation of literature after a ten month implementation period.

In final analysis, the writer in reviewing the events of the past ten months has discovered that through a progressive plan of teacher instruction and intervention children can become motivated and thus be stimulated to learn.

CHAPTER V
RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The results of this practicum, conducted over a complete school year are presented in this chapter. Discussion follows on each behavioral expectation and includes an explanation of whether or not the expectation was fulfilled during the year the practicum was in progress.

Consideration must be given to the varied abilities and capabilities each student brought to this program. Due to heterogeneous grouping a portion of each class would, under any academic environment, self motivate to a higher level of performance than required while another portion will refuse motivation or stimulation of any variety and will not achieve the desired or established performance level.

Since this practicum was implemented over the course of one school year the time was divided into 4 marking periods, after which each student received formal notice of achievement status. Most students' rates of achievement fluctuated from marking period to marking period, sometimes at the desired performance level, sometimes higher, sometimes lower. Determination of achievement of standard

of performance was based on the achievement level of students for the entire year rather than one particular portion or marking period.

The first behavioral expectations was that each student would increase his/her ability to think critically as measured by written assignments. This specific objective was defined by the traditional letter grade. Initially, some students were unable to express their thoughts well in written form; however, as the school year progressed, most of the students displayed a steady increase in letter grade. Eighty-five out of 98 students met or exceeded this standard of performance which required a standard of 75 percent competency.

The second behavioral expectation was that each student would increase his/her ability to think creatively as measured by creative productions. This specific objective was assigned two different grading scales. Those creative assignments that required manual dexterity such as puppets, posters, dioramas, mobiles, collages and book jackets were graded on a Pass/Fail basis. Those assignments requiring written ability such as diary entries, retelling of a story, recreating a scene, sequels, dialogues, vivid descriptions were assigned a traditional letter grade.

In the assignments which required the students to demonstrate creative skills through an art form, progressive

ability to interpret their work was demonstrated. In all instances the students passed the assignments and if ratings had been allotted, student assignments would have fallen into the A and B range.

The written assignments showed a steady increase in grades and again 85 out of 98 students met or exceeded their standard of performance of 75 percent competency.

The third behavioral expectation was that each student would increase his/her understanding of various literary genres as measured by informal group discussions. Through the group discussion the writer was able to freely observe student responses. At the beginning of implementation of this practicum the children were unable to identify or define the literary term genre. However, the students' introductions to various literary genres throughout the school year thoroughly acquainted them with this topic.

Each student, without exception understood and was able to readily identify a variety of literary genres. At the conclusion of this practicum 98 out of 98 students exceeded their standard of performance of 75 percent competency.

The fourth behavioral expectation was that each student would increase his/her ability to present an oral book report as measured by a book report form. Initially, the students did not do well. However, the children through proceeding marking periods exhibited steady improvement.

Ninety-one out of 98 students participating in the children's literature program exceeded their standard of performance of 75 percent competency.

The fifth behavioral expectation was that each student would increase his/her ability to comprehend vocabulary words as measured by dictionary assignments and tests. Initially, during the first marking period the pupils did not take the dictionary assignments and vocabulary tests seriously. A large percentage of test grades were in the D and F range. However, when these marks were averaged into their total language arts grade and were reflected on their report card, did the students realize the importance of these activities. It was at this point that the grades began to improve and students began receiving A, B and C grades.

It is important to note that due to the nature of the study of spelling and vocabulary, where learning was an exercise in pure recall, fewer students met the behavioral expectations. Thus, 80 out of 98 students met the achievement level of the standard of performance of 75 percent competency or better.

The sixth behavioral expectation was that each student when presented with an attitude survey would increase his/her understanding and appreciation for literature as measured by a student attitude survey. A student attitude survey

was administered to the students before implementation of this practicum. Table 2 below illustrates the students' understanding and appreciation of literature before the writer commenced on a planned program of instruction.

Table 2

Results for Student Pre Attitude Survey (93 Students)

QUESTION	YES	NO
1. Do you like the present reading program?	58	35
2. Do you feel your reading needs are being met?	75	18
3. Would you like to read other books besides the literature text.	69	24
4. Do you feel you have opportunities in class to discuss books?	41	52
5. Do you understand and appreciate literature?	46	47
6. Do you enjoy reading from the literature anthology text?	36	57
7. Do you read for your own enjoyment during your spare time?	71	22
8. Are you a good reader?	86	7
9. Are you a very good reader?	56	37
10. Are you a poor reader?	6	87
11. Do your parents read to you?	12	81

Table 2 Continued

QUESTION	YES	NO
12. Is reading important to you?	76	17
13. Do you enjoy reading?	74	19
14. Do you enjoy doing oral book reports?	15	78
15. Do you enjoy the reading activities?	47	46
16. Do you like informal reading discussions?	60	33
17. Do you have more than 25 books at home?	71	22
18. Do you read the newspaper?	64	29
19. Do you read magazines?	85	8
20. Do you know what a dictionary is?	93	0
21. Do you know what a Thesaurus is?	54	39
22. Do you know what an encyclopedia is?	87	6
23. Do you know what a world atlas is?	90	3
24. Do you know what a plot is?	78	15
25. Do you know what a setting is?	74	19
26. Do you know what genre means?	19	74
27. Do you go to the library?	73	20
28. Do you own a library card?	48	45
29. Do you like creative reading projects?	48	45
30. Would you like a literature center in the classroom.	36	57

Questions 1, 2, and 15 reveal that the students liked the present reading program and felt that their reading needs were being met. Questions 14 and 30 indicate that the youngsters do not enjoy participating in oral book reports and more than half of the students did not want a literature center in the classroom. However, the following responses contradict the before mentioned and the writer suspects the children were attempting to avoid a program that they perceived as additional work. Questions 17, 11, 12 and 13 demonstrate that although student's parents did not read to them, they read for their own enjoyment and reading was important to them. Questions 4, 8, 9, 10, 16, and 29 confirm that the children felt that they were good readers; however, they did not have opportunities in class to discuss books and would like informal reading discussions and creative reading projects. Questions 17, 18, 19, 27, and 28 exhibit that the majority of students owned more than 25 books and utilized outside reading sources. Questions 20, 21, 22, and 23 prove that students are aware of various references sources. Questions 24, 25, and 26 clarify that the pupils are cognizant of various elements in writing, but were baffled by the literary term genre. Question 5 verifies that almost half of the students understand and appreciate literature. Question 2 and 6 show that the majority of

children surveyed did not enjoy reading from the basal reader and would like to read other books in addition to the literature text.

At the conclusion of implementation of this practicum the students were administered a Student Post Attitude Survey.

Table 3 below indicates the results of the Student Post Attitude Survey.

Table 3

Results for Student Post Attitude Survey (98 Students*)

QUESTION	YES	NO
1. Do you think that you would like to continue with the children's literature program next year?	96	2
2. I enjoy English more since I have participated in the literature program.	81	17
3. I feel I have learned something important.	98	0
4. Did you like the small group activities?	96	2
5. Do you feel that you made a contribution?	89	9
6. Did you feel pride in your group accomplishments?	90	8
7. Did you enjoy the reading activities?	91	7
8. Do you feel that you profited from the activities?	88	10

Table 3 Continued

QUESTIONS	YES	NO
9. Did you feel pride in your class accomplishments?	93	5
10. Do you feel you are more familiar with dictionaries, encyclopedias, world atlas and the Thesaurus?	93	5
11. Did you enjoy the media centers?	93	5
12. Did you like the creative reading projects?	79	19
13. Did you enjoy doing oral book reports?	20	78
14. Do you know the elements of a good book report?	98	0
15. Do you own a library card?	86	12
16. Did the vocabulary sheets help you in your understanding of the books?	92	6
17. Did the oral presentations help you in your understanding of the activity sheets?	94	4
18. Did you enjoy reading other books besides the literature text?	92	6
19. Do you find that you enjoy reading more since being a member in the children's literature program?	76	22
20. Did you learn from the media center?	92	6
21. Do you feel you had opportunities in class to discuss books?	93	5

Table 3 Continued

QUESTIONS	YES	NO
22. Did you like the informal reading discussions?	94	4
23. Do you know what the literary term genre means?	94	4
24. Did you find the bulletin boards helpful in your understanding and appreciation of literature?	92	3
25. Did you find the bulletin boards helped you in your understanding of genres?	95	3
26. Did the bulletin boards help you in your creative thinking?	87	11
27. Were you provided opportunities to promote your critical and creative thinking?	95	3
28. Do you feel you have gained an appreciation and understanding of literature?	94	4
29. Would you recommend the literature program to other students?	89	9
30. Would you like the children's literature program next year?	84	14

* Due to 5 additional incoming students through the 1987-1988 school year the Student Post Attitude Survey reflects a count of 98 students.

Questions 4, 7, 8, and 16 indicate that the students profited from and enjoyed the small group and reading activities. Additionally, the vocabulary sheets helped the children in their understanding of the books. Questions 12 and 17 reveal that the students were provided opportunities to promote their critical and creative thinking as well as enjoying the creative reading projects. Questions 23, 24, 25, and 26 positively demonstrate that the bulletin boards enhanced the students' knowledge of genres, creative thinking and understanding and appreciation of literature. Questions 10, 11, and 20 verify that the students enjoyed and learned from the media centers and as a result of the children's literature program became more familiar with the dictionary encyclopedia, world atlas and the Thesaurus. Almost all the students agreed in Questions 17, 21, and 22 that the oral presentations helped them in their understanding of the activity sheets as well as providing opportunities in class to discuss and enjoy books. Questions 13, 14, and 15 demonstrate that the majority of students did not enjoy doing the oral book report, however, all of the children learned the elements of a good book report. Furthermore, there was a tremendous increase of students owning a library card than before implementation of this program began. Many of the students agreed in Questions 18 and 19 that they enjoyed other books besides the literature text

book and found more enjoyment in reading since being a member of the children's literature program. In final analysis, Questions 2, 3, and 28 indicate that the majority of students learned something important and enjoy English more since participating in the children's literature program. In addition, students have gained an appreciation and understanding of literature. Emerging from Questions 5, 6, and 9 was that the students felt pride in their group and class accomplishments and felt that they had made a contribution. Questions 1, 29, and 30 state that almost all of the students would like to continue with the literature program for the following school year and would certainly recommend the program to other students.

The Student Post Attitude Survey produced positive results which reinforce the writer's belief that a literature program can be integrated into a language arts program and also be enjoyed. The responses indicated that the students benefited from the children's literature program and developed a working knowledge of literary elements as well as creative and critical thinking skills. Thus, the writer has more than sufficient motivation, in addition to positive confirmation to continue this program for the following school year.

It was apparent that the children's literature program not only embodied the affective and cognitive domain, but was also interdisciplinary in nature.

Conclusions

In a review of the general goals of this practicum the writer was successful in creating a children's literature program which was integrated with the existing basal literature series. In addition, the students were provided opportunities to experience the total book as well as a variety of literary genres. These goals were achieved through the application of daily lessons, oral presentations, independent learning, research, group discussions and activities as well as creative and critical writing assignments. The students gained an understanding and appreciation of literature which was indicated by their enthusiasm and the positive results of the student attitude survey.

All of the objectives of the children's literature program were achieved to their fullest ability within the time frame permitted for implementation.

The children's literature program was designed to appeal to average level language arts students. However, every class was a heterogeneous grouping of learning levels which included students of superior abilities as well as those with unfulfilled abilities. As the curriculum was implemented it was found to be a successful vehicle for reaching all types of students with the fringe benefit of total involvement which limited the potential for students' discipline problems.

A possible explanation for this was that the children's literature program was a coordinating effort in which the cognitive and affective domain were in equal harmony with one another. Although the writer's classes were large, student needs were individualized according to interests and reading levels. Thus, student frustrations, a major contributing factor to discipline problems, were eliminated.

An effort was made to offer students a program which allowed them to escape the read, write and test syndrome. The children saw the opportunity to succeed and were motivated to greater effort. There were constant verbal reinforcements for good work and behavior, including some in front of their peers. Other rewards were randomly dispersed. Several of the bulletin board designs and posters for example, were given as gifts to students whose names had been chosen from a hat.

Due to the success of the children's literature program the writer received letters of commendation (see Appendices Q and R) which further reinforces the belief that the literature program should be continued for the following school year.

The log that the writer kept throughout the implementation period revealed that the children enjoyed the oral book presentations, especially when the writer interjected personal stories. A memorable moment was early in the implementation period when the students were studying the animal genre.

The writer brought in magazine photographs of the Duchess of Windsor's exquisite animal jewelry. These gems were presented to her royal highness during her marriage to the Duke of Windsor who abdicated his throne as King of England in order to marry the then Mrs. Wallace Warfield Spencer Simpson. To impact on the students the strength of his love for this woman the writer read aloud to them a portion of King Edward's abdication speech delivered on December 10, 1936.

Not a sound could be heard as the students listened to the following:

But you must believe me when I tell you that I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King, as I wish to do, without the help and support of the woman I love, and I want you to know that the decision I have made has been mine, and mine alone. This was a thing I had to judge for myself. The other person most nearly concerned has tried, up to the last, to persuade me to take a different course. I have made this, the most serious decision of my life, only upon the single thought of what would in the end be best for all. (p. 331)

During the children's studies of the genre strange and weird, the writer verbally related with the assistance of photographs visiting Miramar Castle in Trieste, Italy. The castle is presumed haunted by Carlotta, wife of Emperor Maximilian of Mexico and the writer related attending an evening performance at the castle in which a voice over of Carlotta is calling out for her missing husband.

Also, the students were mesmerized by the writer's interpretation of genres through the art form of bulletin boards. The writer when removing one bulletin board to be replaced by another overheard one student's comments that "It's a sin to take that down."

Additionally, the children looked forward to the group activities and free reading time. This was indicated by their constant questioning, positive attitudes and enthusiasm.

The writer can report that this practicum was successful in creating a children's literature program which was integrated into the existing literature series. Due to the success of the program the students were able to:

1. Experience the total uncondensed book besides short stories in the literature anthology book.
2. Experience a variety of literary genres.
3. Gain independence in reading according to student interests and reading levels.
4. Gain an understanding and appreciation of literature.

Many authorities in the field of children's literature were cited in this report. These leaders, as well as the writer of this practicum, believe that children's literature can be developed through intervention. Through implementation of a ten month children's literature program the writer has arrived at results that support the findings of these leaders.

Doda, George and McEwin (1987) state the following:

In an era of educational accountability, school field trips and other activities that do not explicitly focus on testable, instructional objectives, are often considered dispensable. The truth, however is quite the contrary. Opportunities for teachers and students to engage in non-instructional experiences may very well be powerful leverage on school effectiveness. (p. 4)

The writer agrees with Doda, George and McEwin (1987) and discovered that the non-instructional experiences i.e., Literary Feasts luncheon and the Academy Awards presentation shared with the students proved to be invaluable learning experiences.

Costa (1985) believes that learning activities should be arranged in order of increasing complexity and abstraction. The writer guided the students through oral presentations, discussion groups and activity sheets. Then the students synthesized their learnings through creative and critical writings.

Norris (1985) states that to think critically, one must have knowledge. The writer supplied the students with the opportunities to absorb an abundance of knowledge via a variety of experiences such as oral presentations, group thinking, group learning activities, activity sheets, hands on activities and media centers. This knowledge, in turn, facilitated the students' critical thinking process.

Au (1979) contends that children need to be made aware that it is necessary to use what they have already learned in order to understand the text; the knowledge they already have gained can help them in their reading. The writer chose everyday life situations selected from knowledge previously stored and applied this knowledge to literary genres through the various mediums.

McClure (1982) wrote that a good reading program cannot separate reading from all the other language arts. The writer chose an integrated process through which students had opportunities to use listening (story telling, biographical sketches), speaking (group discussions, oral book reports), reading (trade books, county adopted text) and writing skills. This integration was shown to be necessary to achieve a balanced language arts curriculum.

Frick (1986) attests that story sharing is a motivational vehicle for reading. The writer found students looked forward to story sharing time, although in many instances, the students had not read the books. The fascination with the writer's presentations developed because of enthusiasm and personal incidences being shared.

Pecaut (1988) states that children will model on people who are happy. The writer's belief in and dedication to the children's literature program was so evident that students were naturally happy and receptive to learning.

Athey and Mathewson (cited in Brozo and Tomlinson, 1986) provide additional support to the idea that additudinal factors have a direct influence on cognitive variables involved in the reading process.

Blanton, Moorman and Wood (1986) indicate that modeling involves the teacher by a show of thinking aloud or by making the "how to" performance of the skill concrete and visible. The writer achieved this modeling method by executing bulletin boards related to the various literary genres under study, designing creative projects, verbalizing thoughts concerning the projects under study and including students in the planning procedure for these varied activities.

Fredericks (1982) indicates that exposing students to reading activities beyond the basal text is crucial in developing positive attitudes towards reading. Brozo and Tomlinson (1986) affirm that the teacher should exploit children's past successes with stories by continuing to use trade books along with texts.

Recommendations

The writer makes the following recommendations for those who are interested in implementing this program:

1. Provide a curriculum that includes instructional strategies for different modality strengths, i.e., visual, auditory and kinesthetic.

2. Offer activities that foster affective growth.
These activities will in turn increase cognitive growth.
3. Choose reading topics based on students' interests.
4. Make available books that are on different reading levels.
5. Make accessible to students real world materials such as newspapers, magazines and library books.
6. Provide opportunities for free reading time.
7. Establish a creative atmosphere.
8. Strive to bring students past Bloom's (1986) lower level thinking skills of knowledge, comprehension and application to analysis and synthesis.
9. Provide experiences which enable students to grow affectively to and through Krathwohl's (1964) valuing expectation.
10. Teacher must be a model of positive attitudes toward reading.

Dissemination

The writer will continue to offer the children's literature program during the following school year.

Copies of the practicum abstract have been disseminated to Cluster 22 members, teachers in the writer's school, all language arts department heads within the writer's county and county level supervisory personnel for whom this program would prove pertinent.

The writer will incorporate the children's literature program into a staff development presentation. The staff development summary, as required, will be submitted to the county staff development coordinator and will therefore be accessible to any middle school interested in making the program available to their faculty during staff development programming.

Due to the depth and scope of a year's work the writer has been appointed an advisor/advisee coordinator. The writer will be responsible for the development and administration of curriculum for 52 teachers which will be designed to facilitate the middle school adolescent adjustment to his/her academic atmosphere. This year's experience has enabled the writer to meet new challenges and horizons.

The curriculum guide which is presented in Volume II will certainly be utilized as a valuable resource and learning vehicle for those teachers that will be working with the writer for the following school year.

The writer has requested permission from J. Weston Walsh Publishers to use their study guides (see Appendix S). Permission has been granted by the publishers (see Appendix T).

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APPENDIX A

IOWA TEST OF BASIC SKILLS - SPRING 1987
SIXTH GRADE ABOVE AND BELOW LEVEL SUMMARY

IOWA TEST OF BASIC SKILLS - SPRING 1987
SIXTH GRADE ABOVE AND BELOW LEVEL SUMMARY

National	Percentile
Above Norm	43.4
At Norm	4.7
Below Norm	51.9
Total Tested	290

APPENDIX B
STUDENT PRE ATTITUDE SURVEY

STUDENT PRE ATTITUDE SURVEY

Name: _____

Period: _____

Date: _____

This survey is designed to assess how young persons like you can be happier and enjoy their schoolwork more.

INSTRUCTIONS:

Please respond to each question by circling the word YES if you agree or the word NO if you disagree.

- | | | |
|--|-----|----|
| 1. Do you like the present reading program? | YES | NO |
| 2. Do you feel your reading needs are being met? | YES | NO |
| 3. Would you like to read other books besides the literature text? | YES | NO |
| 4. Do you feel you have opportunities in class to discuss books? | YES | NO |
| 5. Do you understand and appreciate literature? | YES | NO |
| 6. Do you enjoy reading from the literature anthology text? | YES | NO |
| 7. Do you read for your own enjoyment during your spare time? | YES | NO |
| 8. Are you a good reader? | YES | NO |
| 9. Are you a very good reader? | YES | NO |

- | | | |
|---|-----|----|
| 10. Are you a poor reader? | YES | NO |
| 11. Do your parents read to you? | YES | NO |
| 12. Is reading important to you? | YES | NO |
| 13. Do you enjoy reading? | YES | NO |
| 14. DO you enjoy doing oral book reports? | YES | NO |
| 15. Do you enjoy the reading activities? | YES | NO |
| 16. Do you like informal reading discussions? | YES | NO |
| 17. Do you have more than 25 books at home? | YES | NO |
| 18. Do you read the newspaper? | YES | NO |
| 19. Do you read magazines? | YES | NO |
| 20. Do you know what a dictionary is? | YES | NO |
| 21. Do you know what a Thesaurus is? | YES | NO |
| 22. Do you know what an encyclopedia is? | YES | NO |
| 23. Do you know what a world atlas is? | YES | NO |
| 24. Do you know what a plot is? | YES | NO |
| 25. Do you know what a setting is? | YES | NO |
| 26. Do you know what genre means? | YES | NO |
| 27. Do you go to the library? | YES | NO |
| 28. Do you own a library card? | YES | NO |
| 29. Do you like creative reading projects? | YES | NO |
| 30. Would you like a literature center in the
classroom? | YES | NO |

APPENDIX C
GENRE RECORD SHEET

GENRE RECORD SHEET

Name: _____

Period: _____

Date: _____

TITLE
OF
BOOK

[illegible]

Source: School Board of Broward County, 1987.

APPENDIX D
BOOK REPORT

ORAL BOOK REPORT

Name: _____

Period: _____

Date: _____

TITLE: _____

AUTHOR/S: _____

ILLUSTRATOR: _____

PUBLISHER: _____

COPYRIGHT DATE: _____

CALL NUMBER: _____

1. Does this book have a glossary? _____ (3 points)
2. Does this book have a bibliography? _____ (3 points)
3. What literary genre is your book? _____ (3 points)
4. Briefly describe the setting of your book: (10 points)

5. Identify each of the main characters with one detail
about each: (10 points)

6. Select one thing that one of the main characters said or did that made you like or dislike him. (10 points)

Explain:

7. Briefly discuss the most interesting incident in the book. What made it interesting to you? (10 points)

8. What was the most significant event in the story? Why? (10 points)

9. Briefly discuss a short summary of the book: (10 points)

10. Can you explain the author's literary style? (5 points)

11. Can you describe the author's language? (5 points)

12. What is the mood of the book? (5 points)

13. Was the ending of the book appropriate for the plot?
Why or why not? (10 points)

14. Would you recommend this book to another student?

Why or why not?

(3 points)

15. I got my book from school library, city library, home,
friend, etc.:

(3 points)

APPENDIX E
FAIR ENTRY RULES

DEPARTMENT "U"

No Entry Fee

SCHOOL ENTRIES

ENTRY FORM DEADLINE:	Fri., Oct. 16, 5:00 p.m.
ENTRY TIME:	Wed., Nov. 18, 9:00 a.m. to 7:00 p.m.
REMOVAL TIME:	Sun., Nov. 29, 6:00 p.m. to 10:00 p.m. and Mon., Nov. 30, 9:00 a.m. to 5:00 p.m.

RULES

1. No group entries allowed - individual entries only.
2. Exhibits on display can be no larger than 2'X2'X2' high. Posters cannot exceed 14" x 22" and must be of poster board or tag board.
3. Exhibits may be brought to Fair by teacher or individual.
4. Exhibits must be visually illustrated. Example: illustrated stories, dioramas, etc.
5. Entries are limited to one (1) per student. Name, grade and school to be placed on back of work - no names on front of exhibits.
6. All entries MUST BE ORIGINAL and quality work - superintendent can reject anything they consider substandard or does not adhere to above rules.

JUDGING CRITERIA

General appearance
Total effect
Quality of workmanship

Creative Ability
Attention to detail
Originality

APPENDIX F
OFFICIAL ENTRY FORM

DEPARTMENT: _____
(Use separate entry form for each department)

This side for all departments except animals

COMPUTER NUMBER
(OFFICE USE ONLY)

130

NAME: (Last name first)

HOME ADDRESS:

PHONE:

CITY:

ZIP:

NAME OF SCHOOL

ELEMENTARY, MIDDLE,
OR HIGH (Circle one)

GRADE

AGE

TEACHER/CLUB LEADER
(where applicable)

CHECK HERE IF ADULT

MAIL FORM TO: COUNTY FAIR
2210 HAYES STREET
HOLLYWOOD, FL 33020

I AM INTERESTED IN BEING CONSIDERED FOR A SCHOLARSHIP YES ☐ NO ☐
(SENIOR AGE DIVISION - 9TH GRADE THROUGH AGE 21)

OFFICE USE ONLY

OFFICE USE ONLY

TAG NO.	CLASS	SUB CLASS	DESCRIPTION	RIBBON	CASH PREMIUM	SPECIAL AWARDS TYPE/AMOUNT
ALL ENTRIES						
EXCEPT ANIMALS						

It is understood the County Fair Association takes every reasonable precaution for safeguarding exhibits and the owner assumes all responsibility for any accident, loss or damage that may occur. All items not claimed after removal time will be discarded by the Fair Association and all premium ribbons and monies will be forfeited.

FAILURE TO COMPLETE THIS FORM IN
FULL WILL DISQUALIFY ENTRY!

Exhibitor's Signature

141

140

Forms may be reproduced or additional forms available at Fair office. Call 923-FAIR

APPENDIX G
BICENTENNIAL PLAY

200th. Anniversary of the American Constitution

Patriots on Parade

Presentation of Colors

Color Guard

High School ROTC

Pledge of Allegiance

Signers of the Constitution

James Madison
 William Patterson
 Eldridge Gerry
 Benjamin Franklin
 George Washington

Conclusion of Program

My Country, 'Tis of Thee

1st Stanza

My country, 'tis of thee,
 Sweet Land of liberty,
 Of thee I sing:
 Land where my fathers died,
 Land of the pilgrims' pride,
 From every mountain side,
 Let freedom ring!

2nd Stanza

My native country, thee,
 Land of the noble free,
 Thy name I love:
 I love thy rocks and rills,
 Thy woods and templed hills,
 My heart with rapture thrills,
 Like that above.

APPENDIX H
LITERARY AWARDS NOMINATION BALLOT

DATE: _____

PERIOD: _____

ON THE LINES BELOW PLEASE NOMINATE YOUR FAVORITE
BOOK IN EACH CATEGORY:

1. ANIMAL _____

2. BIOGRAPHY _____

3. ADVENTURE _____

4. MYSTERY _____

5. SPORTS _____

6. AUTOBIOGRAPHY _____

7. FANTASY _____

8. STRANGE AND WEIRD _____

APPENDIX I
LITERARY AWARDS VOTING BALLOT

DATE: _____

PERIOD: _____

ON THE LINES BELOW ARE LISTED THREE LITERARY
NOMINATIONS IN EACH GENRE CATEGORY. ON THE RIGHT HAND
SIDE OF YOUR BALLOT WRITE AN X ON THE LINE OF YOUR
CHOICE:

BEST ANIMAL BOOK:

1. BORN FREE _____
2. CALL OF THE WILD _____
3. CHARLOTTE'S WEB _____

BEST BIOGRAPHY BOOK:

1. HELEN KELLER _____
2. LENNON _____
3. LUCY: THE REAL LIFE OF LUCILLE BALL _____

BEST ADVENTURE BOOK:

1. TOM SAWYER _____
2. TREASURE ISLAND _____
3. INDIANA JONES _____

BEST MYSTERY BOOK:

1. FLOWERS IN THE ATTIC _____
2. MURDER ON THE ORIENT EXPRESS _____
3. AND THEN THERE WERE NONE _____

BEST SPORTS BOOK:

1. SURFING - THE ULTIMATE PLEASURE _____
2. ROCKY IV _____
3. KARATE KID 1 _____

BEST AUTOBIOGRAPHY BOOK:

1. ELVIS AND ME _____
2. THE DIARY OF ANNE FRANK _____
3. I, TINA _____

BEST FANTASY BOOK:

1. ALICE IN WONDERLAND _____
2. CINDERELLA _____
3. THE WIZARD OF OZ _____

BEST STRANGE AND WEIRD BOOK:

1. CAT'S EYE _____
2. THE BERMUDA TRIANGLE _____
3. E.T. _____

APPENDIX J
RENAISSANCE FAIR TEACHER SCHEDULE

April 15, 1988

TO: LANGUAGE ARTS TEACHERS

THE FOLLOWING IS THE SCHEDULE THAT LANGUAGE ARTS TEACHERS
ARE TO FOLLOW IN VIEWING THE RENAISSANCE FAIR IN THE MEDIA
CENTER:

Monday, April 18:

Period	1st half	2nd half
1	Phipps	Fucile
2	Phipps	Fucile
3		Fucile
4	Phipps	Fucile
5	Phipps	Fucile
6	Phipps	

Tuesday, April 19:

Period	1st half	2nd half
1		
2	Restrepo	G. Smith
3	Restrepo	G. Smith
4	Restrepo	G. Smith
5	Restrepo	G. Smith
6	Restrepo	G. Smith

Wednesday, April 20:

Period	1st half	2nd half
1	Gaskins	M. Smith
2	Gaskins	Santangelo
3	Gaskins	
4		
5	Gaskins	
6	Gaskins	

Thursday, April 21:

Period	1st half	2nd half
1	Seymour	O'Brien
2	Seymour	O'Brien
3		O'Brien
4	Seymour	O'Brien
5	Seymour	
6	Seymour	O'Brien

APPENDIX K
STUDENT POST ATTITUDE SURVEY

STUDENT POST ATTITUDE SURVEY

Name: _____

Period: _____

Date: _____

This survey is designed to assess how young persons like you can be happier and enjoy their schoolwork more.

INSTRUCTIONS:

Please respond to each question by circling the word YES if you agree or the word NO if you disagree.

- | | | |
|---|-----|----|
| 1. Do you think that you would like to | YES | NO |
| continue with the childrens literature | | |
| program next year? | | |
| 2. I enjoy English more since I have | YES | NO |
| participated in the literature program. | | |
| 3. I feel I have learned something important. | YES | NO |
| 4. Did you like the small group activities? | YES | NO |
| 5. Do you feel that you made a contribution? | YES | NO |
| 6. Did you feel pride in your group | YES | NO |
| accomplishments? | | |
| 7. Did you enjoy the reading activities? | YES | NO |
| 8. Do you feel that you profited from the | YES | NO |
| activities? | | |
| 9. Did you feel pride in your class' | YES | NO |
| accomplishments? | | |

- | | | | |
|-----|--|-----|----|
| 10. | Do you feel you are more familiar with dictionaries, encyclopedias, world atlas and the Thesaurus? | YES | NO |
| 11. | Did you enjoy the media centers? | YES | NO |
| 12. | Did you like the creative reading projects? | YES | NO |
| 13. | Did you enjoy doing oral book reports? | YES | NO |
| 14. | Do you know the elements of a good book report? | YES | NO |
| 15. | Do you own a library card? | YES | NO |
| 16. | Did the vocabulary sheets help you in your understanding of the books? | YES | NO |
| 17. | Did the oral presentations help you in your understanding of the activity sheets? | YES | NO |
| 18. | Did you enjoy reading other books besides the literature text? | YES | NO |
| 19. | Do you find that you enjoy reading more since being a member in the children's literature program? | YES | NO |
| 20. | Did you learn from the media centers? | YES | NO |
| 21. | Do you feel you had opportunities in class to discuss books? | YES | NO |
| 22. | Did you like the informal reading discussions? | YES | NO |

- | | | | |
|-----|--|-----|----|
| 23. | Do you know what the literary term genre means? | YES | NO |
| 24. | Did you find the bulletin boards helpful in your understanding and appreciation of literature? | YES | NO |
| 25. | Did you find the bulletin boards helped you in your understanding of genres? | YES | NO |
| 26. | Did the bulletin boards help you in your creative thinking? | YES | NO |
| 27. | Were you provided opportunities to promote your critical and creative thinking? | YES | NO |
| 28. | Do you feel you have gained an appreciation and understanding of literature? | YES | NO |
| 29. | Would you recommend the literature program to other students? | YES | NO |
| 30. | Would you like the children's literature program next year? | YES | NO |

APPENDIX L
CHILDREN'S LITERATURE LOG

CHILDREN'S LITERATURE LOG

Teacher Name: _____

Period: _____

DATE	COMMENTS

APPENDIX M
LETTER OF REQUEST
FOR GENRE READING RECORD SHEET

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

The Nation's Largest Fully Accredited School System

OLSEN MIDDLE SCHOOL
Frances R. Bolden, Principal
1301 Southeast Second Avenue
Dania, Florida 33004
(305) 926-1960



Lori Nance Parrish
Chairperson

Donald J. Samuels
Vice Chairperson

Jan R. Cummings
Robert D. Parks
Eileen S. Schwartz
Toni J. Siskin
Neil Sterling

William J. Leary, Ed.D.
Superintendent

February 21, 1988

Mrs. Charlene Hogan, Ed.S.
Learning Resource Department
School Board of Broward County
6650 Griffin Road
Davie, Florida 33314

Dear Mrs. Hogan:

I am writing you in reference to our phone conversation of February 18, 1988.

I'm enclosing a copy of a sample reading record sheet that you sent Mrs. Gloria Schwartz, media specialist at Olsen Middle School during the school year 1987.

Could you please advise me if this sample is copyrighted?

Thank you.

Sincerely,

Jane Simi Restrepo
Jane Simi Restrepo
Language Arts Chairman

cc: Mrs. Fran Bolden, Principal
Mrs. Jane Klasing

APPENDIX N

LETTER OF PERMISSION GRANTING USE
OF GENRE READING RECORD SHEET

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Learning Resources Department

February 25, 1988

TO: Jane Simi Restrepo
Language Arts Chairperson

FROM: Charlene M. Hogan *CH*
Educational Specialist, Media

RE: Sample Reading Record Sheet

You have permission to use the Sample Reading Record Sheet.
Please cite the School Board of Broward County as the
copyright owner.

Thank you.

APPENDIX O

LETTER OF REQUEST FOR ENTRY
RULES AND OFFICIAL ENTRY FORM

Jane Simi Restrepo
7446 Taft Street
Hollywood, Florida 33024

December 17, 1987

Broward County Fair
2210 Hayes Street
Hollywood, Florida 33020

Attn: Mr. Kieth Hessey

Dear Mr. Hessey:

At present I am in a doctoral program in early and middle childhood at Nova University. I am requesting permission to use the Broward County Fair entry rules and official entry form. These rules and form will be beneficial to me during the implementation of my practicum.

Any assistance you can give me in this matter would be greatly appreciated.

Sincerely,


Jane Simi Restrepo

APPENDIX P

LETTER OF PERMISSION GRANTING USE
OF ENTRY RULES AND OFFICIAL ENTRY FORM



2210 HAYES STREET, HOLLYWOOD, FLORIDA 33020 / PHONE 923-FAIR

December 18, 1987

To: Jane Simi Restrepo
7446 Taft Street
Hollywood, Florida 33024

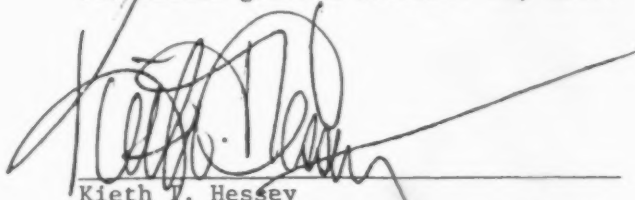
From: Kieth T. Hessey
General Manager, Broward County Fair

Re: Permission request

Please be advised that permission is granted to reprint the Broward County Fair entry rules and official entry form.

Permission is confined to a one time use in the Practicum Intergrating Children's Literature in a Middle School Language Arts Curriculum Through a Planned Program of Instruction.

Permission granted December 18, 1987.



Kieth T. Hessey
General Manger, Broward County Fair

A non-profit corporation serving Broward County

APPENDIX Q
LETTER OF COMMENDATION
(PRINCIPAL)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

The Nation's Largest Fully Accredited School System

OLSEN MIDDLE SCHOOL
Frances R. Bolden, Principal
1301 Southeast Second Avenue
Dania, Florida 33004
(305) 926-1960



Lori Nance Parrish
Chairperson
Donald J. Samuels
Vice Chairperson

Jan R. Cummings
Robert D. Parks
Eileen S. Schwartz
Toni J. Siskin
Neil Sterling

William J. Leary, Ed.D.
Superintendent

March 16, 1988

Mr. and Mrs. Ivan Restrepo
7446 Taft Street
Hollywood, Florida 33024

Dear Mr. and Mrs. Restrepo:

Thank you so much for your time and talent put forth on the bulletin boards in room 38. I made it a point of telling the principals about your talent and the intricate work that went into the making of the Olympic pieces and displaying our theme.

I am so pleased to have you, Jane, take an active leadership role here at Olsen. Thank you again for all your support. Give a special thank you to your nephew for me.

Sincerely,

Frances R. Bolden
Principal

hd

APPENDIX R
LETTER OF COMMENDATION
(ASSISTANT PRINCIPAL)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

The Nation's Largest Fully Accredited School System

OLSEN MIDDLE SCHOOL
Frances R. Bolden, Principal
1301 Southeast Second Avenue
Dania, Florida 33004
(305) 926-1960



Lori Nance Parrish
Chairperson

Donald J. Samuels
Vice Chairperson

Jan R. Cummings
Robert D. Parks
Eileen S. Schwartz
Toni J. Siskin
Neil Sterling

William J. Leary, Ed.D.
Superintendent

May 19, 1988

TO: Dr. Jane Restrepo, Language Arts Teacher
FROM: Bettie H. Brown *BB*
RE: Commendation

The activities of our Language Arts Department are always a source of pride for our school, yet your recent Renaissance Fair deserves special recognition and acknowledgement. You viewed your task as organizer of the project with a great deal of responsibility and it showed! Based on parent/community attendance, student participation, and the many quality exhibits, everything progressed according to plan. I thought the Awards Program was also a huge success.

You have earned the admiration and appreciation of many people who will benefit directly from your effort. I just want to add my congratulations on a job well done.

BHB/jta

cc: Principal

APPENDIX S
LETTER OF REQUEST FOR STUDY GUIDES

Jane Simi Restrepo
7446 Taft Street
Hollywood, Florida 33024

July 12, 1988

J. Weston Walch Publishers
321 Valley Street
Portland, Maine 04101

Attn: Miss Cathy Burnham

Dear Miss Burnham:

I am requesting copyright permission if I may use material from Study Guides for 25 Novels, Grades 6-9, by Yolán Varga, 1985, for a doctoral practicum at Nova University. The material from the various pages is as follows:

<u>The Light in the Forest</u>	Pages 42, 43
<u>Swiss Family Robinson</u>	Page 55
<u>Souder</u>	Pages 38, 39
<u>A Lantern in Her Hand</u>	Page 50
<u>Around the World in Eighty Days</u>	Pages 65, 66
<u>Shane</u>	Page 45
<u>Treasure Island</u>	Pages 8, 9
<u>The Hobbit</u>	Pages 32, 33

Thank you so much.

Sincerely,

Jane Simi Restrepo
Jane Simi Restrepo

APPENDIX T
LETTER OF PERMISSION GRANTING USE OF STUDY GUIDES

**J. Weston Walch, Publisher**

321 Valley Street • P.O. Box 658
Portland, Maine 04104-0658
(207) 772-2846

July 14, 1988

Jane Restrepo
7446 Taft Street
Hollywood, FL 33024

Dear Ms. Restrepo:

I am writing in response to your request to reproduce various questions from 13 pages of *Study Guides for 25 Novels* by Yolán Varga, copyright 1985, for your doctoral practicum at Nova University. Permission is granted to use various questions from the pages outlined in your letter to us dated July 12, 1988 (copy attached). Please include the following credit line on each page where the above information is used:

From *Study Guides for 25 Novels* by Yolán Varga.
Copyright 1985, J. Weston Walch, Publisher. Used by
permission. Further reproduction is prohibited.

Thank you for writing.

Sincerely,

Catherine L. Burnham

Catherine L. Burnham
Editorial Secretary

CURRICULUM GUIDE

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CHAPTER 1
ANIMALS

VOCABULARY WORDS

Call of the Wild

1. inhumanity - being inhuman or inhumane; lack of kindness; inhuman act
2. environment - all of the surroundings, external factors that actually or potentially affect the development and functioning of a living thing
3. adventure - thrilling or unusual experience
4. Yukon - territory in northwestern Canada
5. yellow metal - gold

White Fang

1. famine - extreme and widespread scarcity of food
2. adventure - difficult and perilous undertaking
3. wilderness - wild, uninhabited, or desolate place
4. ferocious - savage; cruel; fierce
5. compassionate - feeling or expressing sympathy

Born Free

1. exquisite - rare and delicate beauty
2. docile - easily managed, trained, or taught
3. grimace - contorted facial expression; one indicating pain or displeasure
4. omen - sign or occurrence meaning good or bad luck
5. debris - scattered remains, as of something broken or destroyed; rubbish

"Rikki-tikki-tavi"
from The Jungle Books

1. bungelow - a small house or cottage, usually of one or one-and-a-half stories
2. valiant - brave
3. cowered - bent
4. gait - walk
5. cunningly - slyly

My Friend Flicka

1. inimitable - unequaled; matchless
2. fanatical - unreasonable; extreme
3. envision - imagine
4. stoical - uncaring
5. abating - lessening or slowing

The Red Pony

1. chambray - cotton material
2. curried - rubbed down and clean horses using a brush, called a currycomb, which has teeth rather than bristles
3. Stetson hat - high hat with a wide brim worn by cowboys
4. Salinas - city in the Salinas Valley of west central California, lying between the Santa Lucia Mountains to the west and the Gabilan Mountains to the east
5. sagebrush - hardy shrub with silvery leaves that grows in dense patches on the dry plains of the West

The Incredible Journey

1. Canada - a country in northern North America, bordering the United States
2. Indian summer - period of warmth, mild weather occurring in autumn, usually after the first frost
3. incredible - seemingly impossible; hard to believe
4. solitary - living, being, or going along; a solitary traveler
5. Labrador retriever - sturdy hunting dog commonly used to retrieve game birds and waterfowl

Souder

1. persimmon - an orange-colored fruit that looks like a plum and has several large seeds in it
2. mellow - rich, soft, and pure; not harsh
3. opossum - a small American animal that lives in trees and moves about mostly at night
4. skillet - a shallow pan with a handle, for frying food
5. gingham - a light cotton cloth woven in colored stripes, checks or plaids

QUESTIONS FOR DISCUSSION

The Call of the Wild

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What does the title The Call of the Wild mean?
2. How is Buck influenced by the masters that abuse him?
3. How do you think London's personal knowledge of life in the Klondike aided him in the writing of his novel The Call of the Wild?

White Fang

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. London's earlier and most famous novel, The Call of the Wild (1903) was followed by the novel White Fang. Do you think this was done purposely?

2. How is the theme of the "survival of the fittest" used in the novel White Fang as far as you can ascertain from the oral presentation?

3. At the end of Jack London's novel White Fang changes to a domesticated animal? Why?

Born Free

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. From the oral presentation in what manner did George Adamson find Elsa?

2. Why was Elsa favored by the Adamsons'.

3. From the oral presentation briefly explain why it was important that the Adamsons' return Elsa to the wild.

"Rikki-tikki-tavi"
From The Jungle Books

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Does Rudyard Kipling portray Rikki-tikki as a lovable character?
2. Did Rikki-tikki and Chuchundra get along?
3. Briefly, give a character analysis of Rikki-tikki.

My Friend Flicka

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why does Kennie's father doubt his choice of a colt?

2. Why does Kennie want the yearling?

3. Briefly describe how Flicka injures herself.

The Red Pony

QUESTIONS FOR DISCUSSION:

Answer Each Questions In the Space Below.

1. Carl Tiflin, one of the major characters in the novel brings back Jody an emotional gift. Briefly describe this gift.
2. Can you explain the locale of Salinas, California?
3. At the conclusion of the story how does Jody's friend view him?

The Incredible Journey

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Do you think the Labrador retriever, the bull terrier and the Siamese cat could have separately survived their journey?

2. In what ways did these animals show their love for their master?

3. What do you think the trios reactions will be when they finally arrive at their destination?

CHAPTER 2

BIOGRAPHY

VOCABULARY WORDS

John Adams

1. chronicle - detailed and continuous register of events
in order of time or occurrence
2. sovereign - supreme ruler of a monarchy, as a king
or queen
3. hazardous - involving danger; risky
4. scholar - one who is considered to be an authority in
a particular field
5. endurance - bearing up under hardships or difficulties,
as pain, stress, or fatigue

Dolly Madison

1. Quaker - a Christian denomination founded in the seventeenth century
2. warmhearted - having a kind, friendly, or compassionate nature
3. hostess - a woman who receives or entertains others, usually as guests in her own home
4. fascinating - a compelling quality or charm; captivate
5. courageous - marked by courage; brave; fearless

Joan of Arc

1. miracle - an event that cannot be explained scientifically and is therefore often attributed to a divine or supernatural power
2. rally - to bring together for a common purpose.
3. peasant - a member of the working class, who makes his living as a farmer or farm laborer; also unsophisticated or lowbred person
4. spirited - lively; vigorous: a spirited person
5. dangerous - risky; hazardous

Pocahontas

1. dilemma - situation requiring a choice between
equally undesirables alternatives
2. massacre - brutal, indiscriminate slaughter
3. heroine - woman or girl admired for her valor,
achievements, or noble qualities
4. legend - unauthenticated story, handed down by
tradition and popularly regarded as historical
5. contribution - to give or furnish along with others
to a common fund or for a common purpose

Mahatma Gandhi

1. patriot - one who loves and enthusiastically supports his country
2. controversey - dispute, debate, or disagreement, one involving a difference of opinion
3. independent - not influenced, guided, or determined by others; for example: country not subject to external control or rule
4. injustices - lack of justice; unfairness
5. assassination - to kill a public figure

Martin Luther King

1. abolitionist - person who believes in eliminating slavery
2. boycott - show disapproval by joining others in refusing to carry on business relations with a company or organization
3. emancipation - act of setting free
4. legislature - body of representatives elected to make laws
5. segregation - state or act of keeping some people apart from others

Napoleon

1. warfare - act of carrying on or engaging in war;
armed conflict
2. liberator - a person who sets free; release
3. strategy - art or science of planning and directing
large-scale military operations and campaigns
4. Bastille - fortress in Paris used as a prison before
the French Revolution. Its destruction by the people
on July 14, 1789, was one of the opening acts of the
revolution
5. emperor - male ruler of an empire

Anwar Sadat

1. dominant - exercising chief authority, influence,
or control
2. diplomacy - art or practice of managing political
relations between nations and conducting negotiations
between governments
3. treaty - formal agreement; one between nations, signed
and approved by each party
4. negotiations - discussion for the purpose of bringing
about an agreement or transaction
5. assassination - to murder a public figure

QUESTIONS FOR DISCUSSION

John Adams

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Give examples from the oral presentation of John Adam's honesty.
2. Why do you think John Adams was important to the constitution?
3. In what ways did John Adams show his loyalty to America?

Dolly Madison

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. From the oral presentation do you think Dolly Madison helped James Madison during his presidency in the White House?

2. Why do you think Dolly Madison was a dominating influence in Washington during 4 administrations?

3. How do you think Dolly's later years affected her after having many years of a lavish life style?

Joan of Arc

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below:

1. Can you recall from the oral presentation what three commands Joan of Arc received?

2. Give examples from the oral presentation of Joan of Arc's courage.

3. Why do you think Joan of Arc was burned at the stake by the English?

Pocahontas

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Did Pocahontas save John Smith's life because she wanted him in her father's tribe?

2. What do you think led to her marriage with John Rolfe and her trip to England?

3. Pocahontas lived in two worlds: which world do you think she preferred, the Indians or the English?

Mahatma Gandhi

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. From the oral presentation give examples of Gandhi's strategy of nonviolent resistance.

2. What other great leader in history can you compare to Gandhi's ideals?

3. Although Gandhi was considered a saint by his people do you think he was capable of human error?

Martin Luther King

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. From the oral presentation can you give examples of how Dr. Martin Luther King, Jr. fought with words and reason?
2. What was King's life long commitment?
3. Can you explain why Martin Luther King is considered a martyr?

Napoleon

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. From the oral presentation how did Napoleon become a hero overnight?

2. Why did Napoleon divorce Josephine?

3. What do you think was the turning point that caused Napoleon's downfall?

Anwar Sadat

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What was Anwar Sadat's approach to peace in the Middle East?

2. Why did Anwar Sadat win the Nobel Peace Prize?

3. Why did the Arab world dislike Anwar Sadat?

CHAPTER 3
ADVENTURE

VOCABULARY WORDS

Treasure Island

1. buccaneer - one of the French or British pirates of the seventeenth century
2. mutineer - one who is guilty of rebellion vs. authority
3. connoisseur - a critic having trained and competent judgment in art or other matters of taste
4. maroon - leave alone on a desert island
5. stockade - a line of posts set up as a barrier for defense

Shane

1. lope - an easy swinging gait, faster than a walk,
as of a horse
2. corral - in the western United States, a pen for
horses, wild animals, or cattle
3. range - a great tract of land over which cattle graze
4. homesteader - one who occupies or acquires his land
or holdings under the homestead law (homestead law -
a law giving certain privileges, such as exemption of
the forced sale to satisfy creditors, to the owner of
of a homestead; law authorizing the sale of parcels
of land to settlers)
5. amiable - friendly, lovable

The Swiss Family Robinson

1. conjecture - an opinion formed without sure facts
2. splendid - very bright, brilliant, showy, magnificent
3. cask - a barrel for holding liquids
4. precarious - dangerously uncertain
5. outrigger - a framework built out from the side of a canoe to keep it from tipping

A Lantern in Her Hand

1. aperture - an opening; gap; hole; passage
2. purloin - to remove; take away; steal
3. acme - the top; the highest point; perfection
4. swashbuckler - a noisy bully or ruffian
5. penurious - miserly; not liberal

Around The World in Eighty Days

1. palanquin - in India and China, a covered carriage for one passenger, carried on the shoulders of men
2. fakir - member of any of the Mohammedan orders of monks who take vows of poverty and live either in monasteries or as wandering friars
3. suttee - a Hindu widow who cremates herself or is burned to death with her deceased husband
4. sledge - a vehicle variously made, usually on runners and designed for carrying heavy loads on snow
5. colloquy - conversation in the nature of a conference

The Light in the Forest

1. gallipot - resin from certain pines; or, a smooth, glasslike earthenware jar used largely by druggists to hold medicine
2. alien - foreign; strange; living in a country not one's own
3. tomahawk - a hatchetlike weapon used by North American Indians in war during a chase
4. ominous - pertaining to an evil omen; threatening
5. defiant - full of or expressing hostile resistance

The Adventures of Tom Sawyer

1. guile - deceit; slyness
2. alacrity - eager, willingness
3. accouterments - personal equipment or accessories;
trappings /
4. tranquil - quiet and motionless
5. stalactites - iciclelike formation on the ceiling
of a cave, usually composed of calcium carbonate
deposited by water seeping through the rock above

The Old Man and the Sea

1. marlin - any of several large oceanic game fish
2. skiff - a small boat with a centerboard and a spritsail
3. dolphin - any of several sea mammals, akin to the whale
4. harpoon - a long, barbed spear with a line attached to the staff for striking and killing large fish
5. gaff - a large hook on the end of a pole used for catching fish

QUESTIONS FOR DISCUSSION

Treasure Island

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why does Livesay give Silver the map of the location of the treasure?

2. What is the most exciting part of the adventure?

3. Is poetic justice served (do the characters get what they deserve) at the end of this novel? Explain your answer.

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9. Portland, Maine. J. Weston Walsh Publishers. Used by permission. Further reproduction is prohibited.

Shane

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Early in the story, the listener learns about two groups of people. Who are they?

2. What choice does the rider (Shane) make?

3. How does Shane finally resolve the conflict?

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9.

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The Swiss Family Robinson

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. List and identify each of the members of the Robinson family.

2. The Robinsons constructed a number of dwelling places on the island on which they settled after the shipwreck. What are they? What are they called?

3. How many years are covered in the novel?

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9. Portland, Maine. J. Weston Walsh Publishers. Used by permission. Further reproduction is prohibited.

A Lantern in Her Hand

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Life for the American pioneers in Nebraska was not easy. List four kinds of problems they experienced?

2. Abbie Deal, the main character of this novel, characterizes the American pioneer woman. What is she like?

3. Is it sad that Abbie MacKenzie Deal never achieved her childhood dreams - to be like her grandmother, Isabelle Anders MacKenzie, and to be a singer and a painter?

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9. Portland, Maine. J. Weston Walsh Publishers. Used by permission. Further reproduction is prohibited.

Around the World in Eighty Days

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Jules Verne novels are voyages. Where and when does he take us on this one?

2. Explain the reason Phileas Fogg decided to go on this voyage. Why was it a challenge?

3. The three main characters are Phileas Fogg, Jean Passepartout, and Detective Fix. Identify and describe each briefly.

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9. Portland, Maine. J. Weston Walsh Publishers. Used by permission. Further reproduction is prohibited.

The Light in the Forest

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. In this novel, how do the Indians view the white man?

2. In turn, how do the white men view the Indians?

3. What is the turning point in the story that involves True Son being torn between his two families?

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9.
Portland, Maine. J. Weston Walsh Publishers. Used by
permission. Further reproduction is prohibited.

The Adventures of Tom Sawyer

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What task was Tom doing as the novel begins?
2. Briefly explain the method Tom employs so the other boys will help him.
3. What happens when Tom and Huck go to the cemetery?

The Old Man and The Sea

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. The old man did not catch a fish for eighty-four days. Briefly explain what happened on the succeeding four days.
2. Can you give an example of how Manolin expresses his his loyalty to Santiago?
3. Do you consider the conclusion of the story to be sad?

CHAPTER 4
MYSTERY

VOCABULARY WORDS

The Tower Treasure

1. sleuth - informal detective; to act as a detective
2. demon - evil spirit; devil
3. startling - causing sudden surprise, fear, or
astonishment
4. jalopy - old or broken-down automobile
5. designations - acts of pointing out or indicating
something

The Perez Arson Mystery

1. investigation - careful seeking for facts or informaion;
through examination
2. witnesses - persons who have personally seen or heard
something and can therefore give a first-hand account
of it
3. evidence - that which serves to prove or disprove a
belief or conclusion; proof
4. brainstorm - sudden inspiration or idea
5. defend - to plead the case or cause of an accused
person

Secret of the Samurai Sword

1. ghost - spirit of a dead person, thought of as making its presence known to the living in a visible form or in some other way
2. haunting - of ghosts or spirits; to visit or inhabit
3. spirit - moral or spiritual part of a person believed to be immortal and to separate from the body at death
4. shrine - case or other receptacle for sacred relics
5. impersonate - to take on or reproduce the appearance, behavior, or mannerisms of

The Secret of Stonehouse

1. circumstances - act or event accompanying and often affecting another condition
2. clapboard - thin, narrow board, having one thick edge, used as siding by being nailed horizontally in an overlapping manner
3. hillock - small hill or mound
4. opponents - one who opposes, fights, or competes with another
5. nightmare - a bad dream producing feelings of great anxiety or intense fear

A Study in Scarlet

1. Bombay - largest city and chief port of India, on the western coast of the country.
2. hemoglobin - iron-bearing protein matter in the red blood cells carrying oxygen from the lungs to the tissues and carbon dioxide from the tissues to the lungs
3. cross-examination - to question someone again to check the reliability of previous answers
4. genial - pleasant and cheerful; friendly
5. slipshod - careless or slovenly, as in appearance or workmanship

Escape on Skis

1. Zermatt - a small city in Switzerland
2. suspense - state of being anxiously uncertain or excited
3. fiance - a man to whom a woman is engaged to be married
4. intrigue - underhanded and devious scheme or plot
5. strategy - plan or device designed to achieve a specific goal or advantage

The Invisible Intruder

1. invisible - hidden from view
2. titian-haired - reddish or golden-brown colored hair
3. eavesdrop - to listen secretly to a private conversation
4. disguise - to alter the appearance or dress of so as to make recognition difficult or impossible
5. seance - meeting in which a group of people attempt to communicate with the spirits of the dead through the help of a medium

Chip Mitchell: The Case of the Robot Warriors

1. computer - automatic electronic device that rapidly performs complex mathematical and logical operations using information and instructions it receives and stores
2. menagerie - collection of wild or unusual animals kept in cages or other enclosures, usually for exhibition
3. aquarium - tank, bowl or similar container, partly of glass or other transparent material, in which aquatic animals and plants can be kept alive and easily observed
4. auditorium - large room, as in a church or school, in which an audience may assemble
5. slithered - to move along with a sliding or gliding motion

QUESTIONS FOR DISCUSSION

The Tower Treasure

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What do you think is in the tower?

2. What was the important discovery?

3. What did Jackley confess to?

The Perez Arson Mystery

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why was Antonio Perez arrested for arson?
2. Why did Lydia Carter defend Perez in the courtroom finale?
3. Do you think Antonio Perez burned down the store? Why?

The Secret of Stonehouse

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Who do you think was in the stonehouse.
2. How do you think the burglar got into Heather's room?
3. Who do you think the burglar is?

A Study in Scarlet

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why did the army ship Sherlock Holmes back to England?
2. Why do you think Lucy Ferrier was called the "flower of Utah?"
3. Why did Drebber apply for the protection of the law?

Escape on Skis

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why do you think Clint vanished?
2. What clues does Kim find?
3. Why is there the pressure of time in finding Clint?

The Invisible Intruder

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Where did Nancy go with a group of friends on a ghost hunting expedition?

2. Who do you think is the mysterious rider on the horse?

3. From the oral presentation how does Nancy outwit her enemy in the mansion and trap him in the "Room of Skulls?"

Chip Mitchell: The Case of the Robot Warriors

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why does Chip's computer Hermes burp instead of making music at the computer music contest?

2. Who is haunting the Marquis Hotel?

3. Do you think it was a computer that swallowed up Radley Moser's welfare check?

CHAPTER 5
SPORTS

VOCABULARY WORDS

Sail of the Century

1. skipper - captain of a ship, fishing, or pleasure boat
2. navigator - a person who monitors the computers which show where the yacht is in relation to the opposition and how far to the next mark
3. cockpit - area used to control the head sail
4. bowman - crew member who works the pointed end and most dangerous spot on the boat
5. rivalry - act of competing with another to achieve the same thing or tries to equal or surpass another

Pro Football's Record Breakers

1. Pittsburgh Super Steelers - a football team whose headquarters are located in Pittsburgh
2. expansion team - a team comprised of aging veterans, castoffs from other teams, and rookies lacking in experience
3. Miami Dolphins - a football team whose headquarters are located in Florida
4. gridiron - football field
5. maneuver - a skillful move executed to gain a desired goal

Super Bowl Superstars

1. NFL - acronym for National Football League
2. AFL - acronym for American Football League
3. touchdown - scoring play worth six points, made by being in possession of the ball on or beyond the opponent's goal line
4. intercepted defensive - defense lines their men and uses a strategy to intercept the ball
5. quarterback - a player whose position is directly behind the center, and who directs the team and calls signals for the offense

Inner Skiing

1. principle - line of reasoning or mode of operation used as a basis for
2. characteristic - helps to define the identity of
3. spontaneous - prompted entirely by natural impulse or desire
4. challenge - to excite or make demands upon the talents or interests of
5. experience - particular event or events

Soccer For Juniors

1. trapping - to bring the ball under control
2. passing - passing the soccer ball to another player
3. heading - making a shot with one's head
4. tackling - gaining possession of the ball so the opposing team cannot score a goal
5. dribbling - moving the ball with the inside or outside of the foot

Winning Karate

1. technique - method used to perform any operation
or achieve a goal
2. stance - the position assumed while playing
3. wheel kicks - swinging or whipping the leg at your
opponent
4. blocking - defensive technique
5. karate - a term meaning empty hand

Surfing - The Ultimate Pleasure

1. seafaring - following the sea for business or pleasure
2. demigod - inferior or lesser god
3. chant - repetitive, usually rhythmic, utterance or song
4. tradition - handing down of knowledge, beliefs or customs from one generation to another
5. surfing - sport in which a person rides the crest of a breaking wave into the shore

No Excuse to Lose

1. helmsman - a person at the wheel of a ship
2. formula - a method for doing something
3. talent - special aptitude or ability
4. competition - match for determining skill or ability
5. Stars & Stripes - the name of the sailboat that won the America's Cup in 1987 in Fremantle, Australia

QUESTIONS FOR DISCUSSION

Sail of the Century

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why is America's Cup a sport played for high stakes?
2. Why was Perth, Australia a top secret?
3. In years past yachting was always the sport of the very wealthy. Today why is national pride the issue?

Pro Football's Record Breakers

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Who was Vince Lombardi?
2. How did the Super Steelers achieve greatness?
3. What does the term "Class of 83" mean?

Super Bowl Superstars

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What is Super Sunday?
2. Who has been considered the greatest football coach of all time?
3. Can you name some of the most valuable players in the NFL's championship games?

Inner Skiing

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What does the term "inner skiing" mean?
2. Why is it important to unlearn habits and concepts you already know?
3. By cooperating with nature how can you become a better skier?

Soccer For Juniors

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How did soccer originate?

2. Who is Pele?

3. What type of sport is soccer?

Winning Karate

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What does the word karate mean?
2. What are some basic principles of karate?
3. Name two ancient weapons that are still used today in karate?

Surfing - The Ultimate Pleasure

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How did surfing originate?
2. Who is Duke Kahanamoku?
3. Briefly describe windsurfing.

No Excuse to Lose

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How many times did Dennis Conner win the America's cup?

2. Why is Dennis Conner considered the best sailboat skipper in the world?

3. How can you learn from defeat?

CHAPTER 6
AUTOBIOGRAPHY

VOCABULARY WORDS

One More Time

1. memoir - record of facts and events concerning a particular subject or period, usually written from the writer's personal knowledge, experiences, and observations
2. comedienne - female who is a professional comic entertainer
3. revue - theatrical presentation usually consisting of songs, skits, and one-line jokes
4. alcoholic - one who suffers from alcholism or is addicted to excessive use of alcoholic beverages
5. memories - mental power to recall past experiences

Martina

1. autobiography - story of one's life written by oneself
2. candid - honest, straightforward and frank
3. competitive - involving competition
4. technique - method or manner used
5. triumph - outstanding success, achievement, or victory

Elvis And Me

1. portrait - verbal description of a person
2. memorable - not to be forgotten
3. emotion - mental state in which a feeling is experienced
4. heartbreak - overwhelming sorrow or grief
5. influence - power of a person to produce effects on others or to affect the outcome of events

I, Tina

1. segregation - separating groups of people
2. idiosyncratic - person having an unusual or distinguishing characteristic
3. transition - change or passage from one condition, place, thing, activity to another
4. comeback - return to a former position
5. superstar - person having a status bigger than that of a star

Diahann

1. chanteuse - female singer
2. candid - honest and straightforward
3. tragedy - marked by a sad ending
4. impression - effect or influence produced on the mind, senses, or feelings.
5. milestones - important or significant events

Death Be Not Proud

1. anecdotes - short account of some incident or event
2. dialogue - conversation between two or more persons
3. courageous - brave, fearless
4. selflessness - having little thought for oneself;
unselfish
5. aftermath - resulting situation

First Lady From Plains

1. characterization - description; portrayal
2. politician - one who is active in politics; one holding public office
3. strategist - one who is trained or skilled in planning and directing
4. ambitious - a person showing great ability or effort
5. envoy - a person sent as a representative of another

Anne Frank - The Diary of a Young Girl

1. commentary - remarks explaining material presented
2. circumstances - condition, act, or event accompanying
and often affecting another condition
3. nobility - lofty in character
4. humiliation - feeling of shame or embarrassment
5. monument - achievement of enduring significance

QUESTIONS FOR DISCUSSION

One More Time

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why do you think it was necessary for Carol Burnett to write her memoir?

2. In what ways do you think Carol Burnett's father influenced her life?

3. If you could choose one quality of Carol Burnett's what would you choose? Why?

Martina

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Is there a famous sports figure that you would like to be?

2. Do you think Martina sacrificed her personal life to become a tennis star?

3. Do you think she misses her native country Czechoslovakia? Why?

I, Tina

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below

1. Who were the Ikettes?
2. Can you name some of Tina Turner's record hits?
3. Do you think Tina Turner is a better singer today because of her years of struggle?

Diahann

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Briefly give a character description of Diahann Carroll.
2. Why do you think Diahann Carroll accepted the role in the television series Dynasty?
3. Do you think Diahann Carroll has learned from her mistakes? Give an example.

Death Be Not Proud

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Why do you think John Gunther found it necessary to write his memoir?

2. What does the poem "Death Be Not Proud" mean to you?

3. Do you think John Gunther was at peace with himself after he wrote his memoir?

First Lady From Plains

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Would you say the Carters had a working partnership?
Why?

2. Do you think Rosalynn Carter was a determined
campaigner?

3. Why do you think Rosalynn Carter was called the
"steel magnolia?"

Anne Frank - The Diary of a Young Girl

CHAPTER 7

FANTASY

The Borrowers Avenged

1. borrow - to take or obtain something with the understanding that it will be returned
2. invented - to conceive and produce by original thought and ingenuity
3. enchant - to cast a spell on; bewitch
4. disaster - any event causing much suffering, distress or loss
5. ingenious - conceived, made, or executed with cleverness, originality or imagination

VOCABULARY WORDS

The Beachcombers

1. fantasy - unrestrained imagination or fancy
2. scavengers - one who scavenges, one who searches through refuse or discarded material for salvageable or useful things
3. treasure - store of valuables, as money or jewels
4. conflict - struggle between two forces; battle; war
5. confusion - disorder, disarray

The Wombles

1. burrows - holes dug in the ground for refuge or habitation
2. pursuit - act of following in order to overtake
3. mission - group of persons sent to perform a specific function, task, or service
4. famine - extreme and widespread scarcity of food
5. community - number of people living in the same locality, as a district or town

Gulliver's Travels

1. satire - literary work that exposes or holds up to ridicule human vices or follies, usually in a witty or ironic way
2. pulley - grooved wheel on which a rope or chain is pulled and used to lift heavy loads or change the direction of an applied force
3. padlocks - detachable lock with a curved bar that is passed through an opening
4. melancholy - low in spirits; sad; depressed
5. imprudent - lacking discretion; unwise

The Hobbit

1. dwarf - a human being of less than ordinary height or size
2. troll - in folk tales, a giant or, sometimes, a dwarf, supposed to live in caves
3. elf - in fairy tales, a tiny mischievous sprite, supposed to haunt hills and wild places
4. goblin - an evil, mischievous, misshapen sprite, fabled to live in the groves or grottoes
5. wizard - a wise man; a person supposed to possess magical or supernatural powers derived from alliance with the devil or with evil spirits

The Illyrian Adventure

1. guardian - one who guards or watches over; one who is legally entrusted with the care of the person, property, or rights of another individual
2. legendary - celebrated or described in, as if in a legend
3. magical - an object that produces marvelous physical phenomena and influence
4. turmoil - state or condition of confused agitation or commotion
5. ruler - one who rules or governs, as a country

So You Want to be a Wizard

1. wizardry - art or methods of a wizard; witchcraft;
sorcery
2. skeptical - characterized by or showing doubt or
suspicion
3. neophyte - beginner in any area; novice
4. ominous - like an evil omen; foreboding evil;
threatening
5. vanquish - to defeat or conquer, as in battle

Tomorrow's Magic

1. device - something contrived for a particular purpose;
invention; mechanism
2. imprisoned - to confine or restrain in any way
3. alliance - any union, association or close connection
4. illusion - false or misleading idea
5. elusive - difficult to explain, define or group

QUESTIONS FOR DISCUSSION

The Borrowers Avenged

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below:

1. Give examples from the oral presentation of how the "Borrowers" use everyday objects.

2. What is the name of the family who wanted to put the "Borrowers" on display?

3. How do you think the "Borrowers" avoid being seen?

The Beachcombers

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below:

1. Why does Ned find himself deep in a bitter struggle between the Beachcombers and the Scavengers?

2. Why are the Beachcombers searching for the "long-lost treasure?"

3. Will Ned have to choose between two "conflicting worlds?"

The Wombles

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below:

1. List some of the things that find their way to the Womble storeroom.

- 1.

- 2.

- 3.

2. Briefly describe the character Orinoco.

3. What are some of the activities that the Womble's do for fun?

Gulliver's Travels

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. In the King of Brobdingnag do you think Swift is basing this character on the King of England?

2. Jonathan Swift is considered by the literary world to be a master of satire. Can you briefly give an example of how Swift pokes fun at the Lilliput's?

3. In your opinion do you think Swift could have openly criticized England?

The Hobbit

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How are the adventurers planning to find their way to the treasure?

2. Although the story is a fantasy, the journey is at times dangerous, tiring, and challenging. List the types of terrain that are part of the journey.

3. What lesson can be learned from this novel by world leaders in their struggle for outer-space power?

Source:

Varga, Y. (1985). Study guides for 25 novels, grades 6-9. Portland, Maine. J. Weston Walsh Publishers. Used by permission. Further reproduction is prohibited.

The Illyrian Adventure

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. What were Vesper and Brinnie off to search for in the tiny country of Illyria?

2. Once in Illyria what do Vesper and Brinnie find?

3. Why do you think someone tries to kill Vesper?

So You Want to be a Wizard

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Nita, Kit and Fred embark on their first mission.
What is the name of this mission?

2. Why is this mission so important?

3. How does Darkness gain in power?

Tomorrow's Magic

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How was Merlin imprisoned?
2. Why do you think Merlin longed to find a way to see into the future?
3. Why do you think Merlin, Welly and Heather get involved in a dangerous situation?

CHAPTER 8
STRANGE AND WEIRD

VOCABULARY WORDS

Night Siege

1. evidence - that which serves to prove or disprove a belief or conclusion; proof
2. phenomenon - fact, event, or condition that can be perceived by the senses
3. encounter - to meet unexpectedly
4. analysis - method of determining the nature and essential features of something by separating it into its parts; critical examination
5. chronology - arrangement according to the order of time or occurrence

Beyond Explanation?

1. anomaly - deviation from the usual or normal
2. illusion - sensory perception that causes a false or distorted impression: an optical illusion
3. eerie - strange and frightening, so as to arouse superstitious fear
4. ethereal - of or relating to heaven or the heavens
5. spontaneous - promptly entirely by natural impulse or desire; unpremeditated

The Interrupted Journey

1. controversy - dispute, debate, or disagreement
2. investigate - to explore systematically in order to uncover facts or gain information
3. hypnosis - induced state resembling deep sleep, characterized by extreme suggestibility and loss of will power
4. satellite - man-made object designed to revolve in a particular orbit around a body in space, as the earth or the moon
5. document - something written or printed that furnishes evidence, support, proof, or information about a particular object or subject

True Tales of the Unknown

1. occult - of, relating to, or concerned with certain mystical arts or practices
2. bizarre - strikingly odd, as in manner or style; eccentric; fantastic; grotesque
3. supernatural - of or relating to a realm or existence beyond or exceeding the power of the natural world
4. ghost - spirit of a dead person, thought of as making its presence known to the living in a visible form or in some other way
5. incredible - that cannot be believed or taken for the truth; seemingly impossible; hard to believe

Flying Saucers - Serious Business

1. UFO - unidentified flying objects
2. enigma - riddle; baffling or perplexing mystery
3. provocative - tending to arouse interest, or desire
4. radar - device or system for detecting the position and direction of a distant object by sending out high-frequency radio waves and measuring the time taken for them to be reflected back from the object
5. interceptor - fast-climbing airplane designed to intercept attacking enemy aircraft

Strange World

1. Trieste - port city in northeastern Italy, at the head of the Adriatic Sea
2. ill-starred - ill-fated or unlucky
3. superstition - irrational belief or set of beliefs based on assumptions that are inconsistent with scientific fact or religious doctrine
4. Mayerling - hunting lodge for the Hapsburg's, royal family of Austria
5. accursed - under a curse; ill-fated; doomed

Without a Trace

1. nebulous - vague or confused; unclear
2. credibility - that which can be believed
3. inclination - feeling or disposition that is more favorable to one thing or person than to another
4. intriguing - to excite the curiosity or interest of;
fascinate
5. sinister - threatening or suggesting evil

Atlantis - The Eighth Continent

1. artifacts - an object used in the daily life of an ancient civilization
2. stance - moral or intellectual attitude; viewpoint
3. cataclysm - violent and extensive change in the ordinary processes of nature, as a flood or earthquake
4. revelation - act of divulging; disclosure
5. breathtaking - causing extreme excitement or pleasure; thrilling; overwhelming

QUESTIONS FOR DISCUSSION

Night Siege

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Do you believe the Hudson Valley UFO sightings? Why?
2. Do you think the Halloween eve sightings were a figment of one's imagination. Why?
3. Do you believe that there exists a city in the sky? Explain.

Beyond Explanation?

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Have you ever come face to face with the unexplained?
Briefly describe.

2. Have you ever had a subconscious thought that became
a reality? Explain.

3. Have you ever met your "time twin?"

The Interrupted Journey

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Do you think hypnosis brings out the subconscious or the truth?

2. Do you believe in UFO's? Why?

3. Have you had a UFO experience?

True Tales of the Unknown

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Do you think there is a physical proof of the supernatural?

2. Have you ever seen a ghost? Briefly describe.

3. Have you ever dreamt something and it actually happened? Briefly explain.

Flying Saucers - Serious Business

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Do you think UFO's exist? Why?
2. Do you think the United States government tried to cover up sightings of UFO's? Explain your answer.
3. Can you briefly describe what you think UFO's look like?

Strange World

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. Under what circumstances did Maximilian's wife Carlotta die?
2. What incident sparked off World War I?
3. Do you think the castle is haunted or just a series of coincidences? Why?

Without a Trace

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How can you explain the disappearance of planes with no evidence of wreckage?

2. Ships and planes have been disappearing over the last four decades. Why do you think no evidence has been found?

3. From the oral presentation do you believe in The Bermuda Triangle? Why?

Atlantis - The Eighth Continent

QUESTIONS FOR DISCUSSION:

Answer Each Question In The Space Below.

1. How can you explain the overwhelming evidence that mechanical apparatus was designed thousands of years ago?
2. Why do you think the scientific community is opposed to the theory of Atlantis?
3. How do you think Atlantis was destroyed?

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